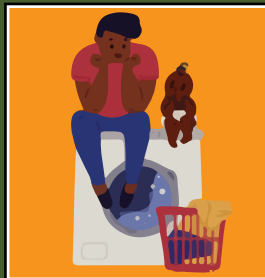


Recognising, Reducing and Redistributing Unpaid Care Work (Men and Boys)

A Learning Module on Gender Equality and
Shared Responsibilities in Care Work



TRAINING
MODULE
2026



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First Published : May, 2026

ISBN: 978-624-5868-22-3



Published by

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This module was funded by Global Affairs Canada (GAC) through the Addressing Unpaid Care Work in Sri Lanka project of The Asia Foundation. The opinions expressed here are solely of the authors and do not necessarily reflect those of GAC or The Asia Foundation.



Foreword

This Training Manual for Boys and Men has been developed in line with the advocacy of Women and Media Collective to Recognise, Reducing and Redistribute Unpaid Care Work. It reflects the commitment of WMC to work towards the realization of gender equality across political, social and economic spheres.

The sexual and gender division of labour in households based on prevailing gendered social norms and practices place the responsibilities of family wellbeing on women. Women are expected to be accountable for all unpaid care work in the household which is often labour and time intensive; cooking, cleaning, laundry, child rearing, caring for the elderly and family members with disability. These unpaid care 'responsibilities' are expected to be fulfilled whether the woman is in paid work or not. Boys and men are not expected to and most often do not take up these activities as these are seen as girls' or women's work. Social norms and practices place expectations on boys and men to live up to prevailing norms of 'masculinity' as displays of social, political and economic power which can result in gender-based violence especially against women and girls.

This training module provides a framework for understanding and restructuring the sexual division of labor within the household to promote meaningful gender equality.

The training module illustrates the importance of encouraging and enhancing boys' and men's involvement in everyday care work without social stigma. It is expected that capacities of men and boys will be strengthened to bring about constructive changes in social relationships to showcase that all housework can be shared irrespective of sexual and gender identities.

Women and Media Collective acknowledges with thanks Ms. Samitha Sugathimala for working with us to develop this module. Ms. Sugathimala's depth of understanding of the complexities of bringing about gender equality has been invaluable as is exemplified in the body of this work.

Dr. Sepali Kottegoda,
Director Programmes Gender and Political Economy,
May, 2026.



Acknowledgment

This module was developed as part of the advocacy work under 'Addressing Unpaid Care Work in Sri Lanka: The Care Project' of The Asia Foundation. The need for this module emerged from the district-level pocket meetings conducted with men and boys by the partner organisations.

Accordingly, the Women and Media Collective (WMC) extends its heartfelt gratitude to The Asia Foundation (TAF) for the support, as well as to the partner organisations who are working with WMC at the district level for their valuable contributions.

WMC also wishes to express special appreciation to Samitha Sugathimala for developing this module and for her expertise and dedication throughout the process.

In addition, we acknowledge with appreciation the unwavering support of The Care Project team and WMC staff, whose contributions were instrumental in the successful completion of this module. Furthermore, WMC would like to extend its sincere thanks to all individuals who contributed in various ways to the successful completion of this module.



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1. Introduction

Across Sri Lanka's diverse social, cultural, and economic landscapes, unpaid care work forms the invisible backbone of families and communities. Cooking, cleaning, caring for children, elders, and people with disabilities, maintaining the household, and emotional labour, these are all forms of work that sustain life, yet remain undervalued and primarily assigned to women and girls.

The unequal distribution of unpaid care work limits women's access to education, income-generating opportunities, leadership, and public life. For men and boys, these same gender expectations restrict emotional expression, care roles, and their ability to build equitable and respectful relationships.

This manual has been developed as part of an initiative to create a social and cultural discourse among men, boys, and youth on recognizing, reducing, and redistributing unpaid care work. It aims to guide facilitators in working with male constituencies to reflect on gender norms, challenge patriarchal masculinities, and support community transformation through shared care responsibilities.

The manual integrates gender-transformative and intersectional feminist approaches, acknowledging that men's and boys' experiences are shaped not only by gender but also by class, ethnicity, language, religion, and region. It does not simply call for helping women but challenges the patriarchal beliefs that care is women's work. It questions rigid masculinities that distance men from nurturing, cleaning, and household tasks. Instead, it promotes masculinities rooted in care, respect, and equality.

It draws from FISD's Happy Families Community Empowerment Model, building on participatory reflection, dialogue, and collective action at the household and community levels.

Why this Module?

Unpaid Care Work (UCW) is the invisible foundation of every society. Cooking, cleaning, caring for children, the elderly, and the sick are essential tasks for human survival and community well-being. Yet, these responsibilities are overwhelmingly



shouldered by women and girls, with little recognition, social status, or economic value attached to them.

In Sri Lanka, as in many parts of the world, men and boys often believe that mothers or wives “do nothing” at home, except perhaps cooking and cleaning. This perception reflects deep-rooted patriarchal masculinities and gender norms that position men as breadwinners and women as caregivers. As a result, women carry a double burden: paid work outside the home plus unpaid work inside the home, while men’s contributions to care are limited and undervalued.

This imbalance not only reinforces gender inequality but also limits the potential of families, communities, and the economy. Without care, no society or economy can function. Recognising, reducing, and redistributing unpaid care work is therefore a matter of justice, equality, and shared humanity.

What this Module Aims to Do

This training module is designed to create social and cultural discourse among men, boys, and youth on unpaid care work. It invites participants to critically examine:

1. Recognition – Understanding what unpaid care work is, why it matters, and how it contributes to social and economic life.
2. Reduction – Exploring ways to ease the excessive and unequal burden of care work, especially for women.
3. Redistribution – Encouraging men and boys to take on a fair share of care responsibilities at home and in the community.

This manual serves as both a practical facilitation guide and a conceptual learning resource. It is designed to help facilitators engage men and boys in reflective, experiential learning that promotes awareness, attitude change, and behavioural transformation.

Specifically, it seeks to:

- Build understanding of the social and economic value of unpaid care work.
- Encourage self-reflection among men and boys on gender norms, power, and privilege.
- Promote shared responsibility for care work within families and communities.
- Strengthen facilitators’ capacity to use dialogue, reflection, and participatory methods to create safe and transformative learning spaces.



- Contribute to broader community and policy-level change towards gender equality and social justice.

The manual is relevant for NGOs, youth organizations, community-based groups, educators, and development practitioners who are engaging men and boys in gender equality work. While it focuses on Sri Lanka's seven target districts, Jaffna, Batticaloa, Nuwara Eliya, Anuradhapura, Kurunegala, Colombo, and Hambantota, the approaches can be adapted for diverse cultural and linguistic contexts.

Why Engaging Boys and Men Matters

Historically, gender equality initiatives have focused on empowering women and girls, and rightly so. However, sustainable gender transformation requires the active participation of men and boys. Men and boys are not only part of the problem but also a critical part of the solution.

From an early age, boys are socialized into narrow definitions of masculinity that value control, dominance, and breadwinning while devaluing emotional expression, caregiving, and interdependence. These expectations limit their own well-being and perpetuate gender inequality.

Engaging boys and men helps:

- Question and transform patriarchal norms that assign care solely to women.
- Foster empathy and shared responsibility for family and community care.
- Break cycles of violence and control that emerge from rigid gender hierarchies.
- Promote mental and emotional well-being, especially among young men struggling with identity and purpose.
- Build positive role models for the next generation of boys and girls.

By recognizing their roles as allies, partners, and caregivers, men and boys can become active contributors to gender justice, peace, and community well-being.

Link to Gender Equality, GBV Prevention, and Community Transformation

The recognition, reduction, and redistribution of unpaid care work are deeply linked to gender equality and the prevention of gender-based violence (GBV).

When men and boys understand and share care responsibilities, the dynamics of power within the home begin to shift. Equality in care leads to equality in decision-



making, mobility, and access to opportunities. Conversely, when women's care work is unrecognized or devalued, it reinforces control, dependence, and vulnerability to violence.

Promoting shared care work:

- Challenges the root causes of GBV, such as entitlement, control, and unequal power relations.
- Builds mutual respect and partnership within households and communities.
- Transforms community attitudes towards gender roles, dignity, and contribution.
- Creates pathways for intergenerational change, where young boys grow up seeing care as a shared human responsibility.

Ultimately, engaging men and boys in unpaid care work is not just about changing who cooks or cleans, it's about reshaping social relations, power structures, and community values towards justice and equality.



2. Conceptual Foundations

Overview

To engage men and boys meaningfully in recognizing, reducing, and redistributing unpaid care work, facilitators must first understand the conceptual foundations that inform this process. This section explores key concepts such as gender norms, masculinities, the care economy, and intersectionality, providing a framework for why care work is both a gender and social justice issue.

Facilitators are encouraged to approach these concepts not as abstract theories, but as living realities that shape daily life, influencing who does what, whose work is valued, and who holds power within the household and community.

1. Gender Norms and Socialization

From birth, individuals are taught, through family, school, religion, media, and peers, what is expected of them as “men” or “women.” These expectations are called gender norms.

In most Sri Lankan communities, these norms place men in positions of authority and public life, while women are assigned the roles of caregivers and homemakers. Boys are often told to be strong, independent, and providers; girls are encouraged to be nurturing, obedient, and family-oriented.

This socialization process creates a powerful and often invisible framework that guides behaviour and decision-making. It determines:

- Who cooks, cleans, and cares for children, elders and persons with disabilities.
- Who earns an income and controls family finances.
- Who makes decisions in the household and community.
- Who is blamed or praised when things go wrong.



Example:

In a pocket meeting in Batticaloa, a young man said, “My mother doesn’t work; she just stays at home.” When asked who cooks, washes, and looks after his younger siblings, he replied, “She does all that, but that’s normal , every mother does that.”

This reflection reveals how deeply internalized gender norms make women’s labour invisible, even when it sustains everyone around them.

Learning Pathway: How Boys Learn Gender Roles

- Observation: Boys watch fathers, uncles, and community men model behaviour.
- Reinforcement: They are praised or mocked based on whether they follow “manly” expectations.
- Internalization: Over time, they believe care work is not their responsibility.
- Replication: As adults, they repeat the same behaviours with partners and children.

Key Learning for Facilitators:

Helping young boys and adult men reflect on how they learned these roles, and what it cost them is a powerful entry point for transformation. Reflection exercises, role reversals, and storytelling can help participants question why care work is gendered and what might change if these roles were shared more equally.

1. Power and Privilege

Power operates in both visible and invisible ways, through control of resources, time, and decision-making. In most families, men’s time and choices are prioritized, while women’s labour and contributions are expected and undervalued. Understanding how this unequal power operates helps men and boys recognise privilege and take responsibility for change.

2. Masculinities and Power

Masculinities refers to the social expectations of how men should behave, feel, and relate to others. There is no single masculinity, different contexts produce different expressions of what it means to ‘be a man.’ However, across most cultures, dominant forms of masculinity often emphasize control, toughness, authority, and independence.



These expectations can be harmful not only to women but also to men and boys themselves. Many men face immense pressure to prove their manhood through breadwinning, decision-making, or emotional restraint. When men fail to meet these expectations, due to unemployment, poverty, or changing gender roles — they may experience frustration, stress, and, at times, resort to violence or withdrawal.

Example:

In Anuradhapura, a male participant shared that when his wife began working, he felt ‘useless’ at home. Instead of helping with household tasks, he distanced himself, saying ‘people will laugh if they see me cooking.’

This highlights how patriarchal masculinities discourage men from participating in care work by associating it with weakness or loss of status.

What Are Patriarchal Masculinities?

Patriarchal masculinities refer to the dominant cultural ideals of what it means to be a “real man” within patriarchal systems, societies where men traditionally hold more power, authority, and social privilege than women. These ideals are not biologically determined; they are socially constructed and culturally reinforced through family, education, religion, and media.

Patriarchal masculinities often promote traits such as:

- Control and dominance over women and other men.
- Emotional suppression, discouraging vulnerability, affection, or care.
- Provider and protector roles, where men’s value is measured by their ability to earn and assert authority.
- Disengagement from domestic or caregiving roles, which are seen as “women’s work.”

How Patriarchal Masculinities Shape Attitudes Toward Care Work

Under patriarchal norms, unpaid care work, cooking, cleaning, caring for children, elders, or sick family members, is feminized and undervalued. Boys grow up observing that care tasks are the responsibility of mothers and sisters, while fathers or male figures often distance themselves from such work.

This creates a gendered hierarchy of labour:



- Men's work (paid, outside the home) is seen as productive and honorable.
- Women's work (unpaid, inside the home) is seen as natural and obligatory.

These beliefs sustain inequality in both households and communities. As men internalize these messages, they often see participation in care work as a threat to their masculinity or social status.

The Cost of Patriarchal Masculinities for Men

Patriarchal masculinities not only disadvantage women but also limit men's emotional and relational lives. Men who avoid care work:

- Miss opportunities for emotional connection with their children and partners.
- Carry stress from the expectation to be sole providers or decision-makers.
- Contribute to strained relationships and higher risks of conflict and gender-based violence.

Linking Patriarchal Masculinities to Gender-Based Violence

When men perceive control and dominance as core masculine traits, they may justify controlling partners, making unilateral decisions, or using violence to assert authority, particularly if they feel their masculinity is being challenged. Refusing to share care work or belittling women's domestic contributions can also be forms of psychological or economic violence.

Transforming Patriarchal Masculinities

Transforming patriarchal masculinities involves questioning and redefining what it means to be a man. Instead of equating masculinity with control and distance from care, facilitators can help men explore new meanings grounded in:

- Empathy and emotional intelligence.
- Shared responsibility in the home and community.
- Mutual respect and partnership in relationships.
- Active caregiving as a strength, not a weakness.

Encouraging men to see care as a shared human responsibility, not a woman's duty, is a transformative step toward gender equality and violence prevention.



Key Learning for Facilitators:

Transforming masculinities involves helping men understand that care is not a threat to their identity, it is a strength. Facilitators should emphasize that equality benefits everyone: men gain closer family relationships, emotional connection, and improved mental health when they share care roles.

2. Unpaid Care Work and the Care Economy

Unpaid care work includes all non-paid activities that sustain daily life — cooking, cleaning, childcare, elder care, caring for persons with disabilities, and emotional support.

Although essential to the economy, this work is not counted in GDP and remains largely invisible.

In Sri Lanka, this global pattern is strongly reflected. National studies indicate that women spend between 5 to 6 hours per day on unpaid care and domestic work, while men contribute less than 2 hours per day on average. This unequal distribution significantly limits women's time, energy, and opportunities to participate in paid employment, education, leadership, and public life, reinforcing gender inequality across generations.

These findings are further reinforced by research conducted by the Women and Media Collective (WMC). Between 2018 and 2019, WMC carried out a Time Use Survey across six districts in Sri Lanka, covering a sample of 840 participants. The study revealed that women spent an average of 8.2 hours per day on household and care-related tasks, including cooking, washing utensils and kitchen cleaning, cleaning the house, buying groceries, and washing clothes. In comparison, men spent an average of 5.09 hours per day on similar activities.

While the WMC study shows that men do contribute to unpaid work, it also highlights a significant gender gap, both in the amount of time spent and in the type of tasks performed. Women remain primarily responsible for repetitive, time-intensive, and invisible care tasks, while men's contributions are often limited, irregular, or socially framed as 'help' rather than responsibility.

Recognizing, reducing, and redistributing unpaid care work is therefore not only a matter of household fairness, but a critical strategy for advancing gender equality, preventing gender-based violence, and transforming unequal power relations within families and communities.

The 3Rs Framework

- **Recognise:** Make care work visible and valued.



- **Reduce:** Lessen the burden through services, infrastructure, and support.
- **Redistribute:** Share care among men, families, communities, and the state.

Facilitator Reflection Question:

Ask participants: *“What happens if the person doing care work in your home stops for one day?”*

This simple question helps men and boys realize the invisible importance of unpaid care work.



3. Intersectionality and Diverse Realities

An intersectional feminist lens recognises that experiences of gender and care work differ based on class, ethnicity, caste, disability, region, and language.

For example:

- A plantation boy in Nuwara Eliya may take on care early due to poverty.
- A Tamil boy in Jaffna may face strong cultural expectations.
- An urban man in Colombo may fear ridicule for doing housework.



Facilitator Tip:

There is no one-size-fits-all approach. Encourage participants to share their own realities and respect diverse experiences.

4. Transformative Learning Approach

This manual follows a reflection–dialogue–practice model:

- Reflection: Examine beliefs and privileges.
- Dialogue: Listen, question norms, and learn together.
- Practice: Try new behaviours and commitments at home.

These steps help move from awareness to real redistribution of care work.

Reflection: Seeing Power and Privilege in Daily Life

Reflection is about slowing down and examining things participants usually take for granted. It helps men and boys notice how gendered power and privilege shape their own lives.

Reflection Tool – Silent Walk of Privilege

- Men/boys stand in a line. If participants are women they can represent the female roles as well as the different male roles and act according to the role (eg. Father, son, brother, labourer, male student, male politician etc.) Facilitator reads statements:

I can come home late without being questioned or blamed.

I am praised for 'helping' at home, even if I do very little.

If I don't cook, clean, or wash clothes, someone else will do it for me.

My time for rest or leisure is respected more than others' in my family.

I can focus on work, studies, or earning money without worrying about daily household tasks.

I am not judged as a bad son, husband, or brother if I don't do care work.

I have more say in family decisions, even if I do less household work.

I can refuse to do certain tasks by saying "that is women's work" without facing consequences.



When I am tired, I am allowed to rest , even if others are also tired.

I have grown up seeing men in my family avoid care work without being challenged.

- Those who say yes take a step forward.
- The visual gap shows power differences between men and women in the same family/community.

Dialogue: Challenging Beliefs Together

Dialogue is about open discussion, listening to others, and challenging harmful norms through conversation.

Example – Who Decides at Home? Discussion

- Participants are asked: *Who decides when to eat, what to eat, or how money is spent at home?*
- Men/boys often admit that fathers/brothers have final say, while mothers do the actual work.
- Facilitator probes: *Why do we think cooking is women's duty but decision-making is men's right?*
- Dialogue allows peers to hear each other's reasoning and gradually question patriarchal privilege.

Another Dialogue Method – Story Sharing

- A boy shares: *My mother wakes up at 4am to cook before work in the estate, but my father never helps.*
- Others respond: *In my family it is the same.*
- Facilitator: *What would change if your father also cooked? How would your mother's life be different? How would your father's life be different?*
- The **collective conversation** opens space to imagine alternatives.

Practice: Acting Against Privilege

Practice means trying out new behaviours, skills, or commitments that directly challenge men's privilege over care work.

Example – Skill-Building - Care Challenge

- In small groups, men/boys do a hands-on task: cooking a meal, washing clothes, or bathing a child (role play since tasks aren't possible).



- Many realise they lack basic skills because of socialisation (that's women's work).
- **Reflection Question:** *How does it feel to depend on women for basic needs like food and clean clothes?*
- Insight: Men/boys see that privilege makes them dependent and weakens their independence.

Another Practice Tool – Care Commitment Card

- Each participant writes one action: *I will wash dishes three nights a week, or I will take care of my younger sibling on Sundays.*
- They share with the group for accountability.
- This shifts awareness into real redistribution at home.

Facilitator Summary

By understanding these conceptual foundations, facilitators will be able to:

- Ground sessions in real-life experiences of men and boys.
- Connect personal transformation to broader social change.
- Address care work not as a women's issue, but as a shared social responsibility.
- Build bridges between individual behaviour and systemic inequalities.

5. Safe and Respectful Space

When we invite men and boys to reflect on unpaid care work, we are not only asking them to talk about housework. We are asking them to question their identities as men, what they have been taught since childhood, how they see women and girls, and how they use (or benefit from) power and privilege. This can bring up shame, fear, defensiveness, or even anger.

A safe and respectful space ensures that:

- Men and boys can speak honestly without being ridiculed.
- They can make mistakes, reflect, and unlearn harmful norms.
- They experience respect and accountability together, safety does not mean avoiding difficult truths, but holding them with care.



3. Understanding Social and Gender Norms

What Are Social Norms?

Social norms are the *unwritten rules* that guide what people in a community see as acceptable or unacceptable behaviour. They are maintained through approval and disapproval, individuals conform to them because they want to belong, be respected, or avoid shame.

Social norms influence almost every aspect of life: how we dress, speak, eat, express emotions, and relate to one another. In most societies, these norms are not neutral — they are shaped by power relations, cultural traditions, and institutions that privilege certain groups over others.

For facilitators, it's important to understand that social norms are collective. A single person may personally disagree with a norm (for example, believing men should share housework), but they may still act in line with it because “that’s what people expect.” Changing norms, therefore, requires community reflection and collective shifts — not just individual awareness.

Gender Norms in Families and Communities

Gender norms are a specific type of social norm that define what is considered appropriate for women, men, girls, and boys. These norms shape the *division of labour, emotional expression, decision-making power, and value placed on care work*.

In many communities, gender norms position men as providers and protectors, while women are expected to nurture, care, and manage the household. Boys often grow up watching their fathers avoid domestic chores, while girls are taught to serve and support. Over time, these expectations become internalized and passed down from one generation to the next.

At the family level, these norms influence who makes decisions, who eats first, who controls income, and who shoulders the “invisible” load of unpaid care work. At the community level, they shape access to leadership, education, and opportunities.



Changing gender norms begins when families and communities reflect together on how these expectations limit both men and women — for instance, by keeping women economically dependent and preventing men from expressing care or seeking help.

Masculinity Norms: Expectations and Pressures on Boys and Men

Masculinities are the ways men and boys are socialized to think, act, and relate to others. Across cultures, men are often taught that being masculine means being strong, in control, emotionally restrained, and dominant — especially over women and younger men.

From a young age, boys receive messages such as:

- Real men don't cry.
- You must be the breadwinner.
- Housework is for women.
- You must protect your honour at all costs.

These pressures create narrow boxes of masculinity that harm both men and women. Boys who don't fit these expectations may face ridicule or exclusion. As adults, men may struggle with emotional connection, mental health, or equitable relationships because they've learned to equate care with weakness and control with strength.

Facilitators can help participants explore how these masculine norms shape their identities and relationships. Encouraging men to see the costs of *conformity*, such as isolation, stress, or violence, opens the door for redefining masculinity as something caring, respectful, and equitable.

Links Between Norms, Violence, and Inequality

Rigid gender and masculinity norms don't just limit individual potential — they sustain systems of power and inequality. When society expects men to dominate and women to obey, it normalizes control, punishment, and even violence as "acceptable" ways to maintain authority.

For example:

- In the home, men who see themselves as the "head of the household" may justify controlling money or restricting a partner's movement.
- In relationships, emotional dependency or jealousy may be expressed through surveillance, threats, or coercion.



- In communities, silence around abuse or victim-blaming reinforces the idea that violence is private or deserved.

The link between norms and violence is cyclical, the more violence is tolerated, the more those harmful norms are reinforced. Conversely, when communities begin to question these norms, by valuing care, promoting equality, and modeling respectful relationships, violence decreases.

Facilitators play a vital role here: guiding reflection, promoting empathy, and creating safe spaces where men and boys can examine not only how they benefit from certain norms, but also how those same norms harm them and those they love.

Facilitator Reflection Prompt

Think of a time when a boy or man was ridiculed for doing something “not masculine,” such as cooking or showing emotion.

- What message was sent in that moment?
- How does that message shape behaviour in adulthood?
- How can you, as a facilitator, challenge that message safely in group discussions?

Key Takeaway - Social and gender norms are not fixed; they are learned, practiced, and changeable. Understanding how these norms shape masculinities helps facilitators design sessions that not only challenge inequality but also nurture healthier, more compassionate identities for boys and men.



4. Working with Young Boys on Unpaid Care Work

1. How Boys Learn, Unlearn, and Relearn Gender Roles

Learning:

Boys are not born rejecting care work. From an early age, they learn what is considered 'normal' for boys through socialization, watching others, hearing instructions, being rewarded or punished.

- **Example:** A boy may see his mother cooking every day while his father relaxes in the evening, reinforcing the idea that cooking is 'women's work.'





- **Example:** A boy who cries may be told 'don't be like a girl,' teaching him that emotions are unmanly.



Unlearning:

Unlearning happens when boys are exposed to new models of masculinity or when they are encouraged to question what they were taught.

- **Example:** Seeing a male teacher or coach proudly cooking for his children challenges the stereotype.



- **Example:** A discussion at school where boys reflect on "Who cooks in your home? Why not your father?"



Relearning:

Relearning is about practicing new norms, where boys adopt and normalize alternative behaviours.

- **Example:** Boys take turns cleaning their classroom or helping prepare meals at home.



- **Example:** Youth groups promoting shared tasks so boys and girls contribute equally.

Facilitator Note: The cycle of learning–unlearning–relearning emphasizes that change is possible at every stage. Boys can be guided toward equitable behaviour before harmful patterns are fully internalized.

2. Influence of Family, School, Media, and Peers

- **Family:** The strongest influence. Boys copy fathers, uncles, and older brothers. If men do little care work, boys assume it's not their responsibility.
- **School:** Teachers may reinforce gender divisions (e.g., asking only girls to clean classrooms or arrange materials). But schools can also be spaces for positive modeling.
- **Media:** Cartoons, advertisements, films often portray men as providers and women as caregivers. Yet, positive role models (e.g., a father cooking in an ad) can spark reflection.



- **Peers:** Peer pressure strongly enforces masculine norms. Boys may mock those who help mothers or sisters at home, reinforcing shame around care work.

Facilitator Note: Use real-life examples from local media, community leaders, or school routines to show how different spaces shape boys' attitudes.

3. Expectations Around Marriage and Household Responsibilities

From adolescence, boys begin forming expectations about adult life, especially marriage. These expectations are often shaped by gender norms:

- Men as breadwinners, decision-makers, and disciplinarians.
- Women as caretakers, responsible for cooking, cleaning, and raising children.
- Care work as invisible, unpaid, and undervalued.

Risks if unchallenged:

- Boys grow into men who expect wives to take on all unpaid care work.
- Imbalances in the home can lead to resentment, conflict, and even domestic or gender-based violence when women resist or demand fairness.

Opportunities for change:

- Early conversations about partnership, respect, and fairness in marriage.
- Positive role models of men who share responsibilities with partners.
- Helping boys imagine marriage as a partnership of equals, not hierarchy.

4. Practical Strategies: Early Interventions, Reflection Tools, and Dialogue

a. Early Interventions

- Introduce shared tasks at school (boys and girls cleaning, cooking lessons, garden care).
- Encourage fathers and male relatives to model care work at home.
- Use storytelling and role models that highlight men as caring and responsible.



b. Reflection Tools

- 'Who Does What?' Activity: Have boys list household chores and identify who usually does them. Discuss why.
- 'Imagine Your Future Home' Exercise: Ask boys to picture their married life — who cooks, who cleans, who cares for children. Then challenge these assumptions.
- Role Reversal Role-Plays: Boys act out scenarios where men take on care tasks — highlighting empathy and value of work.

c. Dialogue

- Create safe spaces where boys can talk openly about masculinity, peer pressure, and shame around care work.
- Use peer champions, boys who already help at home, to share experiences and break stigma.
- Reinforce dignity in care: caring is not weakness, it is strength and responsibility.

Facilitator Summary

Working with young boys on unpaid care work means addressing socialization early. Boys need to see that:

1. What they believe about gender roles was learned, not natural.
2. These beliefs can be unlearned and replaced with healthier, fairer alternatives.
3. Sharing care work is not only about helping women, it builds respect, stronger families, and healthier communities.



5. Working with Adult Men on Unpaid Care Work

1. Relationship - Level Dynamics: Sharing Care Work with Partners

In most households, unpaid care work, cooking, cleaning, childcare, elder care and caring for persons with disabilities, is considered a woman's responsibility. Even when women also earn income, their domestic workload rarely decreases. This imbalance often creates stress, resentment, and inequality within relationships.

For adult men, reflecting on partnership is key.

- Traditional expectation: Men provide financially; women manage all care work.
- Transformative expectation: Men and women share care and decision-making, recognising both paid and unpaid contributions.

Facilitator Example:

Invite men to map a '24-hour day' for themselves and their partners. Ask:

- Who wakes up first?
- Who cooks and serves meals?
- Who manages children's school needs?
- Who works outside and inside the home?

This visual often makes men realize their partners' double or triple workload.

2. Connections Between Care Work, GBV, and Controlling Behaviours

Unpaid care work is not only about division of tasks, it is deeply tied to power and control in relationships.

- When men expect women to 'serve' them, they often justify controlling



behaviours: deciding how money is spent, limiting women's mobility, or demanding obedience.

- When women resist or negotiate for fairness, men may use violence (verbal, physical, or emotional) to reassert dominance.
- By undervaluing care work, men reinforce the idea that women's contributions are 'less important,' making it harder for women to claim equality in other areas (such as decision-making or community leadership).

Facilitator Note:

This is a sensitive area. Frame discussions around shared dignity and respect rather than blame. Ask men:

- 'What kind of relationship do you want your children to see and learn from?'
- 'How would it feel if your daughter's husband treated her the way you treat your partner?'

3. Transforming Masculinities: Respect, Equality and Partnership

Transformation means helping men see that masculinity is not about control, but about responsibility, care, and mutual respect.





- **Respect:** Valuing a partner's time, labour, and well-being.
- **Equality:** Recognizing unpaid care as real work, equally vital to household survival.
- **Partnership:** Working together in household management, parenting, and emotional support.

Facilitator Example:

Share stories of men who take pride in cooking for their families, caring for sick relatives, or supporting their partners' careers. Show that these actions are not signs of weakness but of strength and leadership.

Encourage men to reflect on:

- How sharing care builds intimacy and trust.
- How it reduces conflict and creates healthier households.
- How it sets positive examples for sons and daughters.

4. Practical Strategies: Engaging Men in Dialogue and Action

a. Dialogue-Based Approaches

- **Couples' Dialogues:** Guided conversations where men and women discuss division of care work, needs, and expectations.
- **Men's Reflection Circles:** Safe male-only spaces to explore pressures of masculinity, household stress, and benefits of sharing care.
- **Role-Play Scenarios:** Practice negotiations over tasks in a light-hearted but reflective way.

b. Practical Tools

- **Household Work Audit:** A chart of tasks tracked for one week. Men are asked to try 1–2 new tasks daily.
- **Shared Parenting Plans:** Fathers and mothers create a plan to balance children's schooling, health, and leisure care.
- **Walking in Her Shoes Exercise:** Men simulate a partner's day (e.g., waking early, preparing meals, walking children to school, working, and cleaning).



c. Small Action Commitments

Facilitators should encourage each participant to set one small, realistic goal:

- Cook one meal a week.
- Take responsibility for children’s bedtime routine.
- Share laundry tasks.
- Give partner one hour of “free time” by managing the household alone.

These small commitments build momentum toward larger change.

Facilitator Summary

Working with adult men requires addressing both individual attitudes and relationship power dynamics. Men need to see that unpaid care work is not just ‘helping’, it is an equal responsibility and a foundation for respectful partnerships.

By connecting care work to issues like power, control, and violence, facilitators can highlight how inequitable expectations harm not only women but also men, families, and communities. Transforming masculinities is about redefining what it means to be a man: not dominance, but care, fairness, and partnership.

The following table provides examples of what engagement with adult men looks like at the individual and relationship levels, along with suggested indicators that facilitators or partners can use to observe change over time.

Engagement Level	Focus Area	What Engagement Looks Like in Practice	Possible Indicators of Change
Individual Level	Awareness and Reflection	Men explore personal beliefs about masculinity, care, and gender roles through dialogue and reflection.	• Men acknowledge women’s unpaid care contributions. • Express willingness to share responsibilities. • Can identify how patriarchy affects them emotionally or relationally.
	Skill Development	Men learn practical skills such as cooking, cleaning, or child care, and understand their value	• Men demonstrate new or improved care skills. • Report increased confidence in performing household tasks.



	Attitude Change	Men recognize care work as valuable and see equality as beneficial to themselves and their families.	• Shift in language when talking about women's roles. • More equitable decision-making language ("we" instead of "I").
Relationship Level	Sharing Responsibilities	Men negotiate and share daily care tasks with partners/family members.	• Increase in time men spend on unpaid care tasks. • Women report greater support and reduced workload. • Observed balance in task distribution within households.
	Communication and Partnership	Men and women engage in open, respectful communication about family duties, needs, and wellbeing.	• Partners report improved dialogue and mutual respect. • Reduced conflict around domestic roles and expectations.
	Reducing Control and Violence	Men recognize how controlling behaviour and emotional or physical violence relate to unequal power and care expectations.	• Decrease in reports or self-admission of controlling behaviour. • Increased self-regulation and use of non-violent communication. • Recognition that care is a shared human responsibility, not a gendered duty.
Community Level (optional)	Modeling New Norms	Men advocate publicly or model shared care at community level.	• Men participate in community awareness activities. • Peers identify them as positive role models ("care champions").



6. Facilitator Guidelines

Who Can Be Facilitators of This Module?

Facilitating conversations with men and boys on unpaid care work and masculinities is not simply about transferring knowledge, it's about transforming beliefs, attitudes, and behaviours shaped by years of socialization. Effective facilitation creates spaces where participants can unlearn harmful norms, experience empathy, and practice new ways of relating based on respect, equality, and care.

Facilitation in this context requires sensitivity, patience, and political consciousness, it is feminist facilitation that challenges power, nurtures empathy, and centers care.

Facilitators of this module are not just trainers, they are role models and catalysts for change. They guide men and boys through a process of reflection, dialogue, and practice to recognize, reduce, and redistribute unpaid care work.

Facilitators may be:

- Community leaders, CSO staff, activists, or educators trained in gender equality and masculinities.
- Men or women with strong communication skills, empathy, and the ability to manage sensitive discussions.
- Youth leaders or peers for sessions with young boys, as younger facilitators can reduce intimidation and encourage openness.

Above all, facilitators must embody respect, openness, and willingness to question patriarchal norms themselves. A facilitator who 'walks the talk' (e.g., a man who cooks or a woman who asserts shared responsibilities in her own family) strengthens credibility.

Facilitator's Role

- Be a guide, not a lecturer: draw out participants' experiences rather than 'teach' from outside.
- Be self-reflective: facilitators must also question their own gendered practices and privileges.



- Be sensitive to power dynamics: younger boys may be less confident to speak in front of older men; caste/ethnic differences may silence some participants.
- Be inclusive in language: use examples across Sinhala, Tamil, and English contexts; avoid reinforcing stereotypes.

Principles of Feminist Facilitation

Feminist facilitation is grounded in values of equality, participation, reflection, and transformation. It recognises that gender norms are deeply internalized and that change must emerge through respectful, reflective, and collective learning processes.

Principle	What It Means in Practice	Facilitator behaviours
Power Awareness	Acknowledge how gender, age, class, ethnicity, and other power hierarchies shape who speaks and who is heard.	Notice who dominates the conversation and gently draw in quieter voices.
Shared Learning	The facilitator is not the 'expert', all participants are co-learners.	Use questions, not lectures. Example: 'What do you think makes care work invisible?'
Centering Women's Experiences	Use women's lived realities as a reference point for reflection with men and boys.	Bring in examples from women's everyday care burdens.
Challenging Without Shaming	Transformation comes from discomfort held safely. Avoid blame or ridicule.	Use 'I' language and curiosity. Example: 'What makes you feel that's a man's job?'
Embodied Learning	Engage head, heart, and body, use role play, storytelling, emotion, and reflection.	Include creative exercises that evoke empathy and imagination.
Care and Solidarity	The process itself should model equality, care, and respect.	Show up with humility, listen deeply, respect differences.



Facilitator Self-Reflection Tool on Power, Privilege & Care Work

This self-check is for facilitators to use privately before leading sessions. It helps ensure you are aware of your own attitudes, biases, and privileges, so you can guide men and boys authentically and respectfully.

Part 1: Reflective Questions

Take time to journal or think through these prompts:

1. Beliefs about gender roles

What do I believe about men's and women's roles in the household?

How have my beliefs changed over time?

2. Care responsibilities in my own life

Who did/does most of the unpaid care work in my family (cooking, cleaning, caregiving)?

What was/is my contribution?





3. Attitudes towards unpaid care work

Have I ever thought or said that women “do nothing” at home?

Do I value care work as equally important as paid work?

4. Power and privilege

In what ways do I hold privilege (gender, age, education, ethnicity, economic status, position as facilitator)?

How might these privileges influence the way participants listen to me?

5. Comfort with vulnerability

Am I comfortable discussing care, emotions, and power in front of men and boys?

What makes it easy or difficult for me?

6. Biases and judgments

Do I judge men who resist change, or women who accept traditional roles?

How can I manage my judgments to create a safe space?

Part 2: Quick Self-Check (Rate Yourself)

Use a scale of 1 (Not at all true) to 5 (Very true) for each statement:

I recognize the value of unpaid care work.

I believe care work should be shared by men and women.

I regularly reflect on my own privileges and how they affect my role as facilitator.

I feel confident addressing resistance without shaming participants.

I am open to learning from participants, not only teaching them.

I actively challenge my own biases around gender roles.



Part 3: Personal Commitment

After reflection, write down:

One belief I want to keep strengthening.

One bias I want to keep challenging.

One action I will take to model shared care and respect in my own life.

Note for Facilitators:

This tool is not for evaluation, it is for self-awareness. The more facilitators reflect on their own power, privilege, and attitudes, the more authentic and transformative their sessions will be.

Facilitation Dynamics: Male, Female, and Mixed Teams

1. If the Facilitator is Male

- **Strengths:** Men may find it easier to listen to a male facilitator when discussing masculinity and power. A male facilitator can model alternative masculinities by sharing personal stories (e.g., cooking for his children).
- **Challenges:** Risk of reinforcing male authority if not careful. Must consciously avoid dominating the space or dismissing women's voices.
Example: When boys laugh about cooking, a male facilitator can say: 'I cook every day, it makes me proud. Why should care be less valuable than earning money?'

2. If the Facilitator is Female

- **Strengths:** Women facilitators challenge stereotypes directly by leading discussions on masculinities. They can bring women's perspectives on unpaid care work into the room.
- **Challenges:** Some men or boys may resist, dismiss, or attempt to undermine her authority. Requires clear ground rules and assertiveness.
Example: A female facilitator can use lived examples: "As a working woman, I carry both paid and unpaid responsibilities. Let's explore how that feels for women in your families."



3. If the Facilitation Team is Mixed-Gender

- **Strengths:** Offers the most balanced dynamic. Men and women facilitators model cooperation and mutual respect, showing participants that gender equality is possible in practice.
- **Challenges:** Requires good coordination to avoid one facilitator being sidelined. Participants may gravitate toward one gender facilitator.

Example: Male facilitator introduces “what is expected of men,” and female facilitator introduces “what is expected of women,” then both jointly deconstruct how these expectations limit everyone.

Working with Different Age Groups

1. Young Men and Boys (15–18 years)

- More open to change but sensitive to peer pressure.
- Need engaging, playful, and visual methods (games, storytelling, role plays).
- Risk of ridicule/laughter is high; facilitator must use curiosity, not shame, to redirect.
- Male youth facilitators can be powerful role models, while female facilitators can help break stereotypes about women’s authority.

2. Adult Men (30–50 years)

- May hold firmly to patriarchal norms but can also bring real-life struggles (provider pressure, financial stress, emotional isolation).
- Need space to share vulnerabilities without feeling “less of a man.”
- Benefit from dialogue and scenario-based exercises that connect care redistribution with family well-being.
- Mixed facilitation teams often work best, as they balance authority and empathy.

Core Responsibilities of Facilitators

- **Create Safe and Respectful Space:** Uphold ground rules, manage conflict, ensure everyone is heard.
- **Balance Empathy with Accountability:** Acknowledge men’s struggles under patriarchy while holding them responsible for changing unfair practices.



- **Model Behaviour:** Demonstrate care, respect, and shared responsibility in their own stories and facilitation style.
- **Use Intersectional Lens:** Recognize that participants' views are shaped by class, ethnicity, caste, language, age, and region.
- **Encourage Reflection, Dialogue, and Practice:** Not only talk about norms but create opportunities to rehearse new behaviours.

Facilitators are guides, role models, and co-learners. Whether male, female, or in mixed teams, their role is to hold space for difficult conversations, challenge patriarchal masculinities without shaming, and inspire men and boys to embrace care as a shared, valued responsibility.

Facilitator Toolkit: Safe & Respectful Space

A. Ground Rules for Participants

(Co-created at the start of the session, written on a flipchart in the group's language)

1. Confidentiality: What we share here stays here.
2. Respect: No ridiculing, mocking, or shaming others' views.
3. Listening: One person speaks at a time.
4. Language: Everyone can use their own language — translation will be provided if needed.
5. Openness: It's okay to disagree, but do so respectfully.
6. Participation: Everyone's voice matters, no one is forced to speak, but all are encouraged.
7. Safety: No physical or verbal aggression.

Tip for facilitators: Ask participants to add their own rules (e.g., No phones during session, Respect time). When rules are co-created, compliance improves.

B. Sample Dialogue Scripts for Common Challenges

1. If Boys/Men Laugh at the Idea of Men Doing Care Work

- Participant: *Hahaha, men cooking? That's women's job!*
- Facilitator Response:
→ *I hear the laughter. Let's pause, why do you think this feels funny? Who*



taught us that cooking is only for women? How would you feel if people laughed at you for doing something important for your family?

- Purpose: Transform ridicule into reflection without shaming the person.

2. If Someone Denies Women's Care Work

- Participant: *My mother does nothing at home.*
- Facilitator Response:
 - *Let's try an experiment. What time does your mother wake up? What's the first thing she does? Then what? And after that?*
 - Write tasks on flipchart, showing long list.
 - *Does this still look like 'nothing'? What would happen if she stopped doing these tasks for one day?*
- Purpose: Use guided questioning to reveal invisible labour.

3. If Someone Gets Defensive

- Participant: *Are you saying we men are wrong or bad?*
- Facilitator Response:
 - Not at all. This is not about blaming men. We are here to look at the system we all grew up in. Patriarchy gives men privilege, but it also gives men pressure, like always earning money, never crying, never resting. Together, we're asking: how can we make life fairer for everyone?
- Purpose: Remove blame, focus on structural norms.

4. If Someone Tries to Dominate Discussion

- Participant: Talks too long, interrupts others.
- Facilitator Response:
 - *Thank you for sharing, that's important. Let's also hear from others. I'd like to make sure everyone has a chance to speak.*
- Purpose: Reinforce respect, encourage diverse voices.



5. If a Young Boy Admits Fear of Being Mocked

- Participant: If I cook or even help my mother in the kitchen, my friends will laugh at me.
- Facilitator Response:
 - *That's very honest, thank you for sharing. Many boys feel the same. Can we think together: why is caring for your family seen as weakness? What would it take for us, as a group, to respect each other for being caring?*
- Purpose: Normalise vulnerability, build solidarity.

6. If an Adult Man Minimises the Issue

- Participant: *This is not a big problem. Women have always done this. Why change now?*
- Facilitator Response:
 - *That's a good point. Let's test it. Women have always done this , but at what cost? Let's ask the women in our families: do they want this burden to continue? Does it affect their health, their time, their opportunities? If we don't change, what happens to our daughters in the future?*
- Purpose: Connect tradition to costs and intergenerational impact.

C. Quick Techniques for Maintaining Safety

- Circle Check-Ins: Begin each session with one-word feelings (e.g., tired, curious, hopeful). Helps gauge mood.
- Silent Reflection: If conflict rises, pause for 1 minute silent reflection before continuing.
- Affirm Contributions: Even problematic comments can be acknowledged respectfully (Thank you for being honest , let's explore that together).
- Break into Smaller Groups: When adults intimidate youth, split discussions by age for safety.

This toolkit helps facilitators balance empathy with accountability. Safe and respectful space means men and boys can express, reflect, and unlearn without fear, while still being gently pushed to question norms and power.



D. Facilitator Do's & Don'ts Checklist

Do's

- Do model respect: use inclusive, non-judgmental language at all times.
- Do balance voices: invite quieter participants and manage dominant ones with care.
- Do prepare examples relevant to men and boys from different districts, cultures, and classes.
- Do normalize discomfort: remind participants that feeling challenged is part of growth.
- Do acknowledge resistance without shaming; redirect it into reflection and dialogue.
- Do use intersectional perspectives: highlight how age, ethnicity, class, and disability shape experiences of care work.
- Do create co-ownership: involve participants in setting ground rules and solutions.
- Do practice self-awareness: reflect on your own privileges, biases, and facilitation style.
- Do adapt activities to age group-use playful methods with boys, storytelling and dialogue with adult men.
- Do prioritize safety: emotionally, culturally, and physically.

Don'ts

- Don't impose your own opinions-guide exploration rather than dictate answers.
- Don't ignore power dynamics-be alert when older men silence younger boys, or when ethnic hierarchies surface.
- Don't allow sexist or harmful jokes to go unaddressed.
- Don't shame or blame participants, even when their views reflect patriarchy.
- Don't rush reflection-give time for silence, thinking, and sharing.
- Don't overlook local contexts-what works in Colombo may not work in Batticaloa or Hambantota.
- Don't present women's experiences only as burdens-also highlight agency, resilience, and leadership.



- Don't forget follow-up-end each session with action points or reflections to carry forward.

Facilitator Tip: Keep this checklist handy during the sessions. It's not only a reminder of good practice but also a way to model accountability, facilitators can even share parts of it with participants to show they, too, are guided by rules.

E. Sample Ground Rules for Safe & Respectful Space

Facilitators should invite participants to co-create the ground rules at the start of the training. Below is a suggested list that can be adapted for each group.

Ground Rules

1. Respect all voices – Everyone has the right to speak, and no one should be interrupted or mocked.
2. Confidentiality – What is shared in this room stays in this room.
3. Listen to understand – Not just to reply or argue.
4. No shaming, no blaming – We challenge ideas, not people.
5. Equal participation – Encourage those who are quiet, and be mindful not to dominate the conversation.
6. Openness to discomfort – It's okay to feel challenged; growth often feels uncomfortable.
7. Use respectful language – Avoid insults, jokes at others' expense, or reinforcing harmful stereotypes.
8. Time awareness – Keep comments brief so all can contribute.
9. Shared responsibility – We all help keep this space safe, not just the facilitator.
10. Celebrate learning – Mistakes are part of the process; curiosity and honesty are encouraged.

How to Introduce These Ground Rules

- Write them on a flipchart and ask: 'Which of these do you agree with? What else would you add?'
- For young boys, turn it into a short activity: ask them to shout out 'rules for a fair game' and connect those to session ground rules.



- For adult men, invite examples from their workplaces, religious spaces, or community meetings to show familiarity with codes of conduct.

Example Closing Line for Facilitators:

These rules are not just for the training. They are practice for the kind of respect and care we want in our homes, families, and communities.

Time and Structure

- Training is spread across 2 days, 2 sessions per day (2–2.5 hours each).
- Each session includes:
 - Opening activity/icebreaker
 - Core exercise(s) (reflection, dialogue, practice)
 - Debrief & key learning points
 - Closing reflection (what did we learn, how does this apply at home?)

Monitoring Change

- Use pre- and post-training reflections: What does your mother/sister do at home? asked at the beginning and again at the end.
- Track commitment cards: revisit in follow-up meetings to check progress.
- Encourage peer accountability: participants share experiences of change in later pocket meetings.

Key Areas of Intervention

1. Recognition: Naming care work as “work,” making it visible, and valuing it socially and economically.
2. Reduction: Promoting ways to reduce women’s heavy workloads (e.g., time-saving tools, community childcare, support networks).
3. Redistribution: Encouraging men and boys to share care responsibilities fairly at home, breaking stereotypes about masculinity.

Together, these interventions aim to transform households into more equal spaces and create ripple effects across communities and economies.



7. Day 1: Understanding Gender Norms, Masculinities, and Power

Why Day 1 Matters

Day 1 sets the foundation for all the work to follow. This is the point where men and boys begin to:

1. Reflect on existing norms around care work and masculinities.
2. Understand the social and economic value of unpaid care work that is often invisible or undervalued.
3. Start questioning power, privilege, and traditional gender roles in their families and communities.
4. Build trust and safety within the group, creating a respectful environment for dialogue and self-reflection.

By starting with reflection and awareness, we prepare participants to move from recognition (understanding care work and its value) toward reduction and redistribution in subsequent sessions.

What We Are Trying to Achieve on Day 1

Overarching Goal:

To create a strong, reflective, and safe learning environment where participants begin to understand the realities of unpaid care work, its gendered nature, and their own role in reproducing or challenging these norms.

Specific Objectives:

1. Awareness of Care Work

- Participants understand what unpaid care work includes (childcare, household chores, eldercare, emotional labour and care for persons with disabilities).
- Recognise that both women and men can perform care work, but responsibility is often unequally distributed.



2. Reflection on Power and Privilege

- Participants identify how patriarchal norms shape men's roles and privileges.
- Recognize their own contributions to maintaining or challenging gendered divisions of labour.

3. Understanding Social and Economic Value

- Participants explore how unpaid care work contributes to families, communities, and the economy, even without payment.
- Connect everyday care practices to broader societal structures.

4. Building a Safe and Respectful Space

- Establish trust, ground rules, and group norms to ensure dialogue, sharing, and learning are safe for everyone.
- Participants experience reflection and dialogue as tools for self-awareness and change.

5. Connecting Reflection to Action

- Begin thinking about small, realistic changes in behaviour at the household and community level.
- Lay the groundwork for future sessions on reducing and redistributing care work.

Key Learning Outcomes for Day 1

By the end of Day 1, participants should be able to:

- Define unpaid care work and identify examples in their own households.
- Recognise the unequal distribution of care work and its consequences for women, men, and children.
- Reflect critically on their own privileges and responsibilities.
- Share personal experiences of care work without fear of judgment.
- Engage respectfully with peers from different ages, cultures, and social backgrounds.



Approach and Methodology on Day 1

- **Reflection:** Individual and group exercises to explore personal experiences with care and household responsibilities.
- **Dialogue:** Facilitated discussions on social norms, gender roles, and the value of care.
- **Practice:** Simple, experiential activities such as mapping a day in a mother's/ father's life or a household chore simulation.

Day 1 is fundamentally about awareness, reflection, and establishing trust. Participants are not expected to “solve” gender inequality in one day, rather, they are beginning a journey of self-awareness and conscious action, which will continue into Day 2 with deeper focus on reduction and redistribution of care work.



Day 1 – Young Boys (14–18 years)

Session 1: Understanding Unpaid Care Work & Gender Norms - Duration: 2 hours

purpose - Introduce unpaid care work and its social/economic value, explore existing gender norms, and begin reflection on personal household experiences.

Icebreaker: One Care Task I Do (15–20 minutes)

Purpose: To help boys begin recognizing everyday care tasks as valuable and normal responsibilities for everyone, not just for women and girls.

Materials:

- Chart paper or board
- Markers
- Picture cards (optional: cooking, cleaning, caring for siblings, helping parents, etc.)

Step 1 – Set the Tone (2–3 min)

Facilitator says:

Today we're going to talk about something we all do in some way, taking care of people or things around us. This is called care work. It can be helping at home, looking after someone, or keeping the house clean. Let's start with something fun, thinking about what we already do.

Tip:

- Use friendly examples to connect – 'Who has ever helped your mother or father with cooking or washing?'
- Make sure boys feel safe to share — emphasize that there are no right or wrong answers.



Step 2 – Explain What ‘Care Work’ Means (2–3 min)

Facilitator briefly explains with examples:

Care work means all the things we do to take care of others and our home — like cooking, cleaning, helping with homework, looking after younger brothers or sisters, or helping grandparents. These tasks don’t earn money, but they’re very important because they keep our families healthy and happy.

Facilitator can draw a simple house diagram with tasks written around it:

Cooking /Cleaning / Caring for siblings / Fetching water / Helping elderly /Feeding pets

Ask:

‘Can you think of other things people do at home that keep everyone safe and comfortable?’

(Add boys’ answers to the chart.)

Step 3 – The Sharing Round (5–7 min)

Facilitator invites each boy to introduce himself and complete this sentence:

‘My name is ____, and one care task I do at home is ____.’

If a boy says, ‘I don’t do any,’ gently encourage with prompts,

- ‘Do you ever help your mother or father?’
- ‘Do you help take care of your brother or sister?’
- ‘Do you wash your own plate after eating or clean the garden?’
- ‘Even small things like keeping your things tidy or giving water to animals count.’

Facilitator writes the shared tasks on the board.

Step 4 – Reflection and Normalization (5–7 min)

After everyone shares, ask reflection questions such as:

Reflection Questions

1. How do you feel when you help at home?
 - (Proud, tired, happy, bored?)



2. Who usually does most of these care tasks in your home?
 - (Mother, sister, grandmother, father , brother or everyone?)
3. What would happen if no one did these tasks?
 - (Would the house be clean? Would everyone eat?)
4. Do you think care work is important? Why or why not?
5. Is care work only for women and girls? Why do people sometimes think that?

Facilitator summarizes:

All these tasks we do are part of care work. They keep families going. It's not women's work or men's work , it's everyone's responsibility. When boys share care work, it shows care, respect, and teamwork at home.

Step 5 – Wrap-Up (2–3 min)

End with a group affirmation, e.g.:

'We all care for our families in different ways. Doing care work makes us stronger, more responsible, and more connected to our families.'

End with, a Use a quick energizer.

Facilitator Notes

- Avoid using judgmental language like 'should' or 'must'.
- Focus on positive identity and pride in helping.
- Reinforce that care work develops skills, empathy, and responsibility.
- Normalize male involvement by sharing local or famous examples of men who cook, care for elders, or support families.

Ground Rules & Safe Space (10 min):

Facilitator introduces co-created rules emphasizing listening, respect, and confidentiality. Encourage boys to contribute.

Reflection question: How can we make this a safe space for sharing?

Check section on facilitator guidelines - Facilitator Establishes a safe, non-judgmental environment for dialogue.



Activity 1 : Care Mapping Game (35 minutes)

Purpose: To help boys recognize who does what work at home, see how care work is divided between men and women, and understand that much of women's work is unpaid, invisible, and undervalued — even though it is essential for family life.

Materials Needed:

1. Chart paper or whiteboard
2. Markers (different colors)
3. Sticky notes or small paper cards
4. Two large headings on the wall or board:

MEN'S TASKS and WOMEN'S TASKS

Optional: colored stickers or symbols to mark paid/unpaid and visible/invisible work

Step 1 – Setting the Scene (5 min)

Facilitator starts with an engaging introduction:

'We all live in families or homes where many different tasks happen every day, cooking, cleaning, going to work, taking care of children or elders. Some of these tasks are noticed, and others happen quietly without anyone talking about them. Today, we're going to map out who does what, and see what we can learn.'

Prompt the group:

Who usually cooks in your home?

Who fetches water, or cleans?

Who repairs the roof or brings income?

Let boys call out answers — write them down quickly under two columns:

MEN and WOMEN.

Step 2 – Small Group Work (10–12 min)

Divide boys into 3–4 small groups (4–6 per group).

Give each group a chart paper or set of sticky notes.

**Task Instructions:**

'As a group, list all the work done in your home by men and by women. Think about *everything* that keeps your family running, from earning money to washing dishes. Be honest and detailed.'

Encourage them to think beyond the obvious:

- Cooking, washing, cleaning, shopping
- Child care, helping with schoolwork, caring for the sick or elderly and caring for persons with disabilities
- Gardening, repairs, earning income, community work

Once each group finishes, ask them to mark each task with:

- Paid work (e.g., earning income, working outside home)
- Unpaid work (e.g., cooking, cleaning, caring)
- Visible work (others notice and appreciate it)
- Invisible work (goes unnoticed but takes time and effort)

Step 3 – Group Presentations (8–10 min)

Each group shares their chart with everyone.

Facilitator helps create a combined 'Master Chart' by collecting their findings under four categories:

Category	Example Tasks	Who Usually Does It
Paid & Visible	Earning income, driving, construction	Men
Unpaid & Visible	Cooking, cleaning, washing	Women
Unpaid & Invisible	Emotional support, reminding children, preparing for festivals	Women
Paid & Invisible	Domestic work for others, caregiving jobs	Mostly women

Facilitator can circle or highlight how most invisible and unpaid work is done by women.



Step 4 – Reflection and Dialogue (7–8 min)

Ask reflection questions like:

Understanding Invisible Work

'Which of these tasks do we hardly notice, but they take time and effort?'

'Why do we often forget to count these as real work?'

Gender Roles and Value

Why do men's tasks often bring money and respect, while women's tasks are expected but not appreciated?

Who gets to rest first at home? Why?

How do we feel when our own work goes unnoticed?

Personal Connection

Who in your home does invisible work every day?

What can you do to appreciate or share those tasks?

Step 5 – Facilitator Summary (3–5 min)

Facilitator highlights the learning:

Today we saw that much of the work women and girls do is unpaid and invisible — yet it keeps families and communities going. Men's work is often more visible and paid, so it is valued more. When boys and men share care work, they help make families more equal and reduce the pressure on women.

Conclude with: Caring for others is not a weakness, it's strength. Everyone benefits when care work is shared.

Facilitator Notes

Be careful not to shame boys for what happens at home; the goal is awareness, not blame.

Use humor and curiosity to keep it light yet reflective.

If boys tease each other (That's women's work), gently redirect:

Let's think about how much time and effort those tasks take, who would do them if women didn't?

Encourage empathy, connect to their mothers, sisters, or grandmothers.



Optional Extension (if time allows)

Care Appreciation Circle” – Ask each boy to name one person in their family who does the most invisible care work and *say one sentence of appreciation*.

Example: I appreciate my grandmother because she wakes up and cooks for everyone before sunrise.

Activity 2 : A Day in My Mother/Father's Life (30 minutes)

Why This Activity Is Important

This exercise helps boys connect emotionally with the unseen effort of care work , particularly the kind done by mothers or women caregivers.

By visualizing an entire day's schedule, participants see how much time, energy, and emotional labour go into sustaining a household.

It shifts their understanding of care work from being ‘simple’ or ‘natural for women’ to being hard, skilled, and continuous work that deserves recognition and sharing.

It also helps boys reflect on how gender roles shape who rests, who works longer hours, and who gets appreciation or free time.

This awareness is a key foundation for later discussions on redistribution of unpaid care work and transforming masculinities.

Learning Objectives

By the end of this activity, participants will:

- Identify the range of unpaid tasks done by caregivers (especially mothers or women).
- Recognise the time and physical effort involved in care work.
- Reflect on emotional and social value placed on men's vs. women's time.
- Develop empathy toward caregivers and begin questioning unequal divisions of labour.

Step 1 – Introduction: Setting the Context (5 min)

Facilitator begins with a simple question to draw curiosity:

Think about the person who takes care of your home the most, maybe your mother, grandmother, or sister. Do you know what their day really looks like?



Let a few boys answer freely, often saying 'She goes to work. cooks,' 'She cleans,' 'She looks after younger siblings.'

Then say:

'Let's see what happens from the time she wakes up until she sleeps. We'll map her day and compare it to our own.'

Write the heading on the board or chart paper:

'A Day in My Mother's Life'

Step 2 – Individual Mapping (10 min)

Give each participant a blank sheet or chart. Ask them to draw a timeline from 4:00 a.m. to 10:00 p.m. (or their family's usual schedule).

Prompt them to fill in every task or activity their mother (or main caregiver) does during the day. Encourage them to be detailed and honest.

Facilitator Prompts:

- 'When does she wake up?'
- 'What's the first thing she does?'
- 'When does she eat her breakfast , or does she eat after everyone else?'
- 'Does she rest during the day?'
- 'Whathappens at night?'

As they write or draw, circulate and support them with gentle reminders,

Does she help with homework? Does she also go to work outside? Does she cook twice or three times a day?

Step 3 – Pair or Small Group Sharing (7 min)

Divide participants into small groups (3–4 per group).

Ask them to compare what they wrote and notice similarities or differences.

Discussion Prompts:

- What did you notice about how long her day is?
- Does she ever get time for herself?
- Who helps her?
- What happens when she is sick or tired?



Encourage them to highlight the amount of time spent in unpaid, repetitive, and invisible work.

Step 4 – Plenary Reflection (5–7 min)

Facilitator leads an open group reflection on what they learned.

Reflection Questions:

Understanding Workload

- How many hours does your mother work in a day, even if she doesn't go to an office?
- What surprised you most when you listed everything she does?

Feeling Empathy

- If you had to do this work every day, how would you feel?
- Why do we sometimes forget how hard these tasks are?

Gender Awareness

- Would the same schedule look different for your father?
- Why do we think fathers are 'resting' while mothers are still working at night?

Step 5 – Facilitator Summary (3–4 min)

Facilitator draws together the learning:

We saw that mothers and other caregivers often work longer hours than anyone else in the family, but their work is rarely called real work. They care for everyone but get the least time to care for themselves. When we notice this, we begin to understand how unequal responsibilities are, and how boys and men can share care work.

Key Learning Points:

- Care work is constant and demanding.
- Women's unpaid labour keeps households functioning but is undervalued.
- Boys can take small steps to share tasks and appreciate invisible labour.
- Recognising care work is a step toward gender equality and respectful relationships.



Facilitator Notes

- Keep a respectful tone , avoid letting participants mock or stereotype their mothers.
- If a boy says 'My mother doesn't work,' gently guide:
Let's think about everything she does from the moment she wakes up. Does she really rest all day?
- Be sensitive if participants come from homes where mothers are absent, deceased, or separated. In such cases, let them choose any caregiver (e.g., grandmother, aunt, sister, or father).
- Reinforce empathy , not guilt. The goal is understanding, not blaming families.

Plenary Sharing and Discussion: Recognising the Value of Care Work (30 minutes)

Purpose of This Activity

The plenary brings everyone together after the individual and small group reflections ('*A Day in My Mother/Father's Life*' and Care Mapping Game) to:

- Help participants connect personal observations with bigger social meanings.
- Build collective understanding that care work sustains families, communities, and the economy.
- Begin questioning why society values paid work but not unpaid work.

This stage transforms isolated realizations (My mother works hard) into social insight (Women's unpaid work is invisible but essential).

Learning Objectives

By the end of this plenary, boys should be able to:

1. Articulate what care work includes , physical, emotional, and mental labour.
2. Recognise that unpaid care work has economic and social value, even without monetary payment.
3. Reflect on why society undervalues women's contributions and privileges men's leisure time.



4. Begin to question and challenge common stereotypes like “women do nothing at home.”

Step 1 – Setting the Tone (5 min)

Facilitator gathers all groups and invites volunteers to share what they discovered in earlier activities.

We’ve all spent some time looking closely at what our mothers, sisters, or caregivers do during a typical day. Let’s hear what you found out, what surprised you the most?

Encourage several boys to share spontaneously.

They might say:

- My mother doesn’t rest until everyone sleeps.
- I didn’t realize how much she does before I even wake up.
- She works at home and outside , but nobody says thank you.

The facilitator acknowledges every contribution with affirmation and curiosity:

That’s an important observation . she’s working around the clock.

You’re noticing something many adults overlook.

Step 2 – Linking Personal Reflections to Collective Patterns (10 min)

Once several boys have shared, the facilitator gently connects their reflections to broader gender and social patterns.

Use a flipchart or board to create two columns:

Paid Work -Unpaid Work

List examples from participants under each.

Facilitator Prompts:

- Who usually does the paid work in families?
- Who usually does unpaid work?
- Which type of work gets appreciation, respect, or money?
- Can families survive without unpaid work?



Encourage recognition that:

- Unpaid work supports paid work (people can go to jobs because someone cooks, cleans, and cares).
- Society's economy depends on invisible labour done mostly by women.

Then introduce the idea:

Even if no money changes hands, care work keeps the whole system running , it's part of the economy, just not counted.

Step 3 – Deep Reflection and Emotional Connection (10 min)

Ask participants to close their eyes for a moment and imagine their care-giver resting , doing nothing for a full day.

Then ask:

What would happen at home if your mother didn't cook, clean, or remind you about school or meals for one day?

Let boys call out answers:

- We'd be hungry.
- The house would be a mess.
- No one will remind us to take things.





Then follow with reflection questions that draw out emotional and moral-awareness:

- If care work stopped, could your family still function?
- Why do we often say mothers 'don't work' when they actually work the longest hours?
- If this work is so important, shouldn't it be respected, shared, and valued?

Facilitator reinforces:

Every time you eat, wear clean clothes, or rest in a tidy home, someone's care made that possible.

Step 4 – Highlighting the Social and Economic Value of Care Work (5 min)

Facilitator introduces a simple explanation in age-appropriate language:

When we talk about the economy, we usually think of money , jobs, shops, salaries.

But the care economy is what makes all of that possible.

Imagine if no one took care of children, elders, or people with disabilities or sick people , no one could go to work.

That means unpaid care work actually holds up the economy.

To make it relatable, add examples:

- If your mother didn't cook, someone would have to be paid to make meals.
- If she didn't clean, someone would be paid to do it.
- So her work has value , even if she doesn't get a salary.

Encourage boys to see the link between care, survival, and community well-being.



Facilitator Summary

Wrap up with these key messages:

Today, we learned that care work , cooking, cleaning, washing, teaching, comforting , is real, valuable, and essential. It's not women's 'helping'; it's work that keeps everyone alive and healthy. When we start recognising and sharing this work, we make our families stronger and fairer. Men who care, don't wait for women to do it all alone.

Why This Session Matters in the Overall Curriculum

This plenary lays the conceptual foundation for Day 2 sessions, which focus on reducing and redistributing unpaid care work.

Once boys recognize its value, they can move toward action , taking responsibility and practicing care in daily life.

It also sets the emotional tone for shifting from awareness to empathy and accountability, crucial for lasting gender transformation.

Session 2: Power, Privilege & Masculinities - Duration: 2 hours

purpose - Understand how patriarchal norms shape boys' roles, reflect on personal privileges, and introduce alternative, caring masculinities.

Step-by-Step Activities:

1. Energizer - Gender Message Auction (10–12 min)

A creative way to make boys think about messages they've received about being male.

1. Give each participant 3 imaginary coins.

Announce that they are at an 'auction' where they can buy messages about what it means to be a boy/man.

2. Call out common gender messages:

- Boys should never cry.
- Real men protect women.
- Men must earn money.



- Boys are stronger than girls.
- Good men respect everyone.
- It's okay for boys to help at home.
- Boys should always ask girls to start a relationship
- Boys should always ask for consent before taking them out
- Fathers need to spend quality time with their kids
- Aggressiveness is not an inherent quality of boys
- Men should control women's movements / mobility

3. After each message, ask:

- Who would spend a coin to buy this message? (They raise a hand.)
- Who would not buy it, why?

4. Debrief:

Discuss:

- Which messages felt good or true?
- Which ones cause pressure or unfairness?
- Who taught us these ideas?

5. Facilitator Summary:

Some messages help us be caring and fair. Others limit us.

Today we'll explore how these ideas shape what boys and men do at home and in relationships.

Activity 2: Storytelling and Reflection - Power and Care in My Home (35 min)

Purpose -This activity helps boys recognize how power and privilege shape care work within families. It moves the conversation beyond who does care work to why certain people are expected to care and how those expectations define what it means to be a real man.

Through personal stories, participants reflect on:

- Who has the power to choose whether or not to do care work.
- How masculine identities are tied to authority, leisure, and decision-making.
- What it feels like to live with or without those privileges.
- How caring and sharing can actually make men's lives richer and relationships healthier.



This exercise bridges the gap between care and masculinity *transformation*, inviting boys to see that true strength lies in responsibility and empathy, not control or avoidance.

Time Required: 35 minutes

Materials: Flip chart, markers, story prompt cards

Step 1: Introduce the Theme (5 min)

Start by linking the activity to earlier discussions:

Yesterday, we talked about who usually does care work at home, mothers, sisters, grandmothers.

Today, we'll talk about why this happens. Who decides? Who has the choice to help or not? That's what power means having the choice, while someone else has the duty.

Explain that everyone's story helps us understand how power and privilege work in daily life, not to blame, but to learn.

Step 2: Story Prompts (5 min)

Write or read aloud the prompts below and let participants pick one they connect with:

1. Who decides when work at home gets done, and who does it?
2. Have you ever been told not to do something because it's 'for girls'?
3. Have you seen a man or boy refuse to help at home? How did others react?
4. When did you feel proud or ashamed of helping at home?
5. What happens in your family when care work is not done, who gets blamed?

Let boys share short personal stories (1–2 minutes each).

Step 3: Sample Stories (to help boys to model their own reflection)

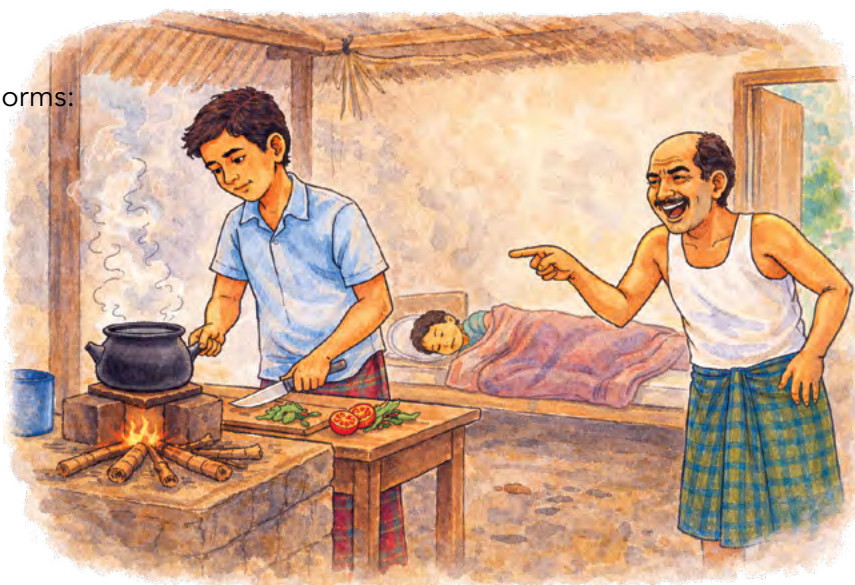
Example 1 - Privilege and Expectation:

In my house, my mother always wakes up first and makes tea. My father drinks it and reads the newspaper. One day I asked why he doesn't help, and my mother said, 'He works all day; this is my duty.'

I realized no one ever asked me to help either, because I'm a boy. I didn't even notice I was being treated differently.



Example 2 -
Challenging
Masculinity Norms:



Once, I tried to cook rice when my mother was at the temple. My uncle came and laughed, saying, 'You'll make your wife lazy!' I felt embarrassed and stopped. But now I think ,why should helping my family be shameful?

Example 3 -
Reflection on Control:



My father decides what we eat, even though my mother cooks. If he's angry, she has to change even when she couldn't find the ingredients for the dish. I have never seen my father bringing the stuff for cooking either. I used to think that was normal. Now I feel maybe it's not fair.



These stories surface patterns of male privilege, control, and learned masculinity, providing a powerful bridge to the following group reflection.

Step 4: Guided Reflection Discussion (15 min)

After storytelling, open a dialogue using probing questions:

Reflection Questions on Power and Privilege

1. Who had the choice in these stories , who could say no to care work?
2. Who had authority, to make decisions or control others' time?
3. How do these privileges make men's lives easier? What might they lose because of it (connection, respect, skills)?
4. Have you ever felt *pressure to act like a man*, even when you wanted to care or help?
5. What would change if care work was seen as everyone's *responsibility*?

Write key phrases on a flip chart under three columns: Power / Privilege / Pressure.

Help participants see that masculinity gives boys both advantages (privilege) and burdens (pressure).

Step 5: Facilitator Summary (5 min)

Close with a reflective summery:

We learned that care work is not only about chores , it's about *power and privilege*.

Many of us have grown up believing men's time is more valuable, and women's work less important.

This belief gives boys and men more freedom, but it also limits their hearts , it teaches them to avoid empathy and dependence.

When men share care, they are not losing power , they are learning a *new kind of power*: power with others, not power over others.

Understanding Power: From Power Over to Power With.

Power is not always negative. It becomes harmful when used to dominate, control, or silence others.



In the context of gender and unpaid care work, understanding how power operates helps men and boys recognise both their privileges and their potential for positive change.

Power Over - Power over means having control or authority over another person or group.

It is hierarchical and often built on fear, dependency, or dominance.

In patriarchal societies, men are often socialized to believe that they should have power over women and other men, to lead, decide, and control.

Examples in Daily Life

- A husband deciding how money is spent without consulting his wife.
- A father saying, 'You don't need to cook; that's women's work.'
- A man shouting or threatening to get obedience from his partner or children.
- Boys mocking other boys who help at home because they see care work as a 'invaluable' activity.





Impacts

- Creates inequality and fear in relationships.
- Makes men emotionally isolated, they must always appear strong, never dependent.
- Devalues care, empathy, and cooperation.
- Fuels gender-based violence (GBV) and control over women's time, bodies, and choices.

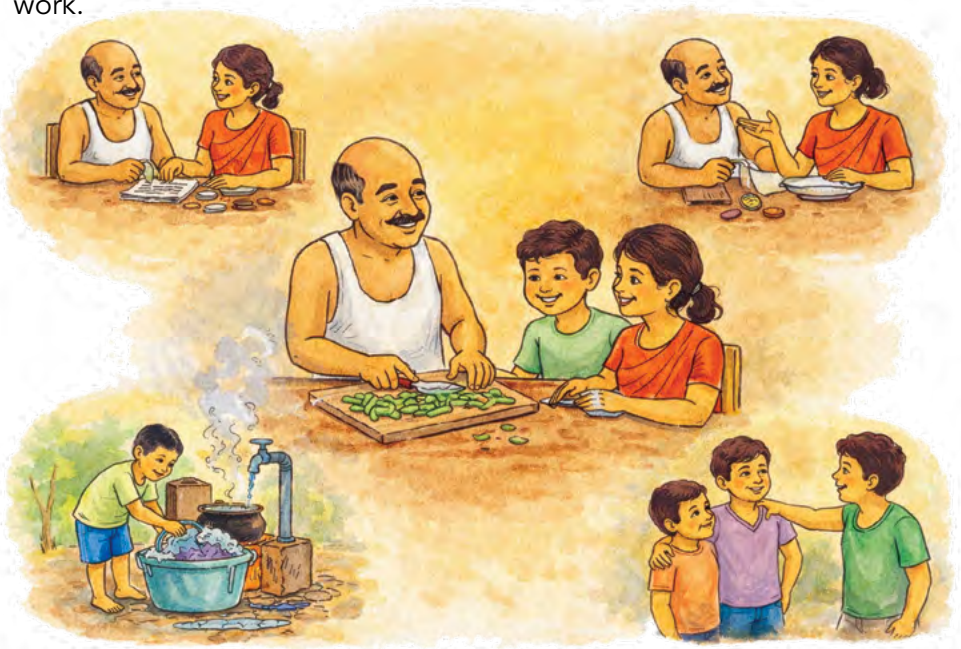
Power With - Power with means sharing power to achieve something together.

It is cooperative, respectful, and based on trust and equality.

Rather than control, it builds connection, empathy, and joint responsibility.

Examples in Daily Life

- A man and woman planning household chores together so both get rest.
- Fathers teaching sons to cook, not as "help," but as responsibility.
- Men consulting their partners on spending decisions.
- Boys supporting each other to challenge teasing or stereotypes about care work.





Impacts

- Builds mutual respect and partnership.
- Reduces conflict and violence.
- Encourages emotional openness and teamwork.
- Strengthens families and models equality for the next generation.

Key Message for Participants

Real strength is not about control. It’s about connection.

When we share care and respect, we create power with others, not power over them.

Why This Activity Is Important

Goal	Contribution of This Storytelling Activity
Explore gendered power and privilege	Makes power visible in daily home routines, helping boys see who has control and choice.
Challenge patriarchal masculinities	Surfaces the idea that “real men don’t care” is a social rule, not a fact.
Link care work to equality	Shows that redistributing care is about fairness and respect, not charity.
Build critical self-awareness	Boys see their own role in reinforcing or changing gender norms.

Facilitator Tips

- Don’t moralize, focus on curiosity (Why do you think that happens?) rather than blame.
- If laughter or teasing occurs, pause and unpack it: Why is helping at home funny? Who taught us that?
- Encourage boys to name feelings , pride, guilt, confusion , to strengthen emotional literacy.
- End on hope, not guilt. Highlight examples where men or boys have shared care positively.



Activity 03 : Power and Privilege Mapping (40 min)

Purpose- To help boys identify and analyze how social characteristics (like gender, age, and education) shape who does care work, who decides, and who is valued more , in the family, school, and community.

Step 1: Introduction (5 min)

Begin with a short recap:

In our stories, we saw how being a boy can sometimes mean having more choices or freedom. Let's look at this more closely. What makes some people have more power or opportunities than others?

Explain that privilege means unearned advantages - things we don't notice because they are normal for us.

Step 2: Brainstorming Privileges (10 min)

Ask boys to brainstorm the kinds of privileges people have in their communities. Write on a flip chart. Examples might include:

- Being a boy/man
- Being older
- Being from a certain ethnic group
- Being able-bodied
- Having education or a job
- Being rich or urban
- Speaking a dominant language

Encourage discussion with gentle prompts:

Who gets listened to more at home?

Who can refuse a chore without being scolded?

Who has more free time?



Step 3: Mapping Exercise (15 min)

Draw a simple two-column chart on a flip chart or ground paper:

Privilege/Position	Impact on Care Work
Being a boy	I can refuse chores without being punished
Being the eldest son	I am served food first
Being educated	I don't have to fetch water
Being male	I have more leisure time
Being an adult man	I decide how money is used

Participants fill in examples from their own lives.

Step 4: Reflection Discussion (10 min)

Guiding Reflection Questions:

1. How does being a boy give me advantages at home or school?
2. How does it reduce my share of responsibilities?
3. Are these privileges fair? Who pays the cost for them?
4. What would change if we shared both privileges and responsibilities?
5. Can care be a form of leadership and respect, not a burden?

Facilitator Summary

We learned that power and privilege are not only about money or strength , they are about whose time, effort, and comfort are valued more. As boys, many of us have invisible advantages: our free time, our authority, our ability to refuse chores. Recognising these privileges is the first step to using them differently, not to control others, but to care with others.

True equality means sharing both work and power.



Why This Activity Is Important

Purpose	Contribution to the Module
Deepens understanding of social power	Moves from personal stories to collective analysis of gender, class, ethnicity, and privilege.
Reinforces intersectionality	Shows that not all men/boys have equal privilege , rural vs. urban, Tamil vs. Sinhala, rich vs. poor.
Builds accountability	Encourages boys to see privilege as responsibility, not guilt.
Prepares ground for redistribution dialogue	Sets the stage for Day 2 sessions on reducing and redistributing care work.

Facilitator Tip

If boys struggle with the abstract concept of privilege, use a visual activity:

- Place four corners labeled Always, Sometimes, Rarely, Never.
- Choose from and Read statements like:

Gender-Based Privileges

1. I can go out at night without needing permission or feeling unsafe.
2. No one expects me to cook or clean every day.
3. I can refuse a household chore without being scolded.
4. People listen to me more seriously because I am a boy/man.
5. I can dress as I want without being judged.
6. I can express anger openly without being labeled as “disrespectful.”
7. I am not blamed if something bad happens to me in public.
8. I can choose my friends freely, including girls, without being criticized.
9. People rarely question my ability to lead or make decisions.
10. If I do care work, people praise me , they don’t expect it.



Age and Family Role Privileges

1. As a boy, I have more free time than my sisters.
2. I am served food first or get the best portion at meals.
3. My opinions matter more in family discussions than my younger siblings'.
4. I can play outside while my sister stays home to help.
5. My parents trust me to go places alone.
6. If there is a family meeting, older men make the final decisions.
7. If I make a mistake, people forgive me more easily than they would a girl.
8. I don't have to look after younger siblings, that's my sister's job.
9. People expect me to focus on my education, not on housework.
10. I can dream of any job I want; no one says it's "not for boys."

Economic and Class Privileges

1. I live in a home with enough food every day.
2. I have my own school books, uniform, and bag.
3. My family can afford my tuition or extra classes.
4. I don't have to work to support my family.
5. I have a mobile phone or access to the internet.
6. I can rest or study while others in my family work.
7. I don't worry about missing school because of money.
8. My family owns the land or house we live in.
9. I can access healthcare when I'm sick.
10. People in my community respect my family's financial position.

Education and Social Privileges

1. I can read and write in more than one language.
2. I am encouraged to speak my mind in class.
3. Teachers call on me to answer questions more often.
4. I can imagine continuing education after Grade 10 or university.
5. I have role models who look like me and have good jobs.
6. I am confident speaking in public.



7. I am not teased for my accent or the village I come from.
8. I can participate in sports and clubs freely.
9. My school respects my religion or ethnicity.
10. My teachers expect me to succeed.

Cultural, Religious and Ethnic Privileges

1. People in my community speak the same language as I do.
2. I can celebrate my religious festivals openly.
3. I am rarely discriminated against because of my religion or ethnicity.
4. My culture's traditions are represented in school activities.
5. I can visit places of worship freely.
6. People do not make jokes about my religion or ethnic group.
7. I can marry who I want within my community without conflict.
8. My name does not lead people to treat me differently.
9. My family's customs are seen as normal.
10. I do not feel I have to hide any part of my identity.

Social and Emotional Privileges

1. I can show confidence without being called bossy.
2. I can interrupt in a conversation without being corrected.
3. People assume I'm strong and capable.
4. I don't feel pressured to hide my emotions.
5. I can talk about my dreams without being told they're unrealistic.
6. I have someone at home who listens to me.
7. I can make decisions about my own time.
8. I can rest when I'm tired without guilt.
9. My opinions are respected in peer groups.
10. I can say no to something without fear of punishment.

Ask boys to move to the corner that fits them.

Debrief what this shows about privilege and fairness.



Facilitator Debrief Prompts

- What surprised you most about this exercise?
- Which privileges did you never think about before?
- Who pays the cost for these privileges?
- How can we use our advantages to create fairness and care at home?
- What would change if we shared time, voice, and decisions equally?

Dialogue and Action Brainstorm (30 min)

From Reflection to Action – How Can Boys Help at Home Without Being Asked?

Purpose of the Activity

This session bridges the gap between understanding care work and practicing equality in daily life. It invites boys to translate awareness into small, meaningful actions that challenge gender privilege and promote shared responsibility at home.

The focus is not just on helping women, but on rethinking care as everyone's responsibility - an act of respect, fairness, and love that benefits all family members. It also helps normalize caring masculinities, showing that real strength lies in care, empathy, and teamwork rather than control or dominance.

Learning Outcomes

By the end of this session, participants will:

- Recognise how care work sustains family well-being.
- Identify practical ways to share care tasks voluntarily.
- Challenge the idea that boys should only help when told.
- Commit to at least one small action they will take at home.



Time: 30 minutes

Group Size: Small groups of 5–6 participants

Step 1: Introduce the Theme (5 min)

Facilitator begins with a quick recap:

Earlier we talked about who does care work and how it is often invisible. Today, we're going to think about how we can take action, not because someone tells us to, but because we care.

- Ask:
 - What does care mean to you?
 - Do you have to be told to show care, or can it come from inside?
 - What are the small things we can do to make life easier for others at home?

This trains participants for a proactive, reflective conversation.

Step 2: Small Group Discussion (10 –12 min)

Divide boys into small groups. Give each group a chart paper or cards and ask them to discuss and write answers to:

1. What care tasks need to be done every day at home?
2. Which of these are usually done by women or girls?
3. Which of these can boys start doing without being told?
4. What will make it easier for boys to do these tasks regularly?

Facilitator tip: Encourage participants to go beyond basic chores. Examples:

- Listening to their mother or sister when they are tired.
- Helping younger siblings with homework.
- Taking turns to fetch water or clean common spaces.
- Sharing emotional support, not just physical help.

Step 3: Creative Brainstorm Sharing (8–10 min)

Each group presents their ideas in a fun way:



- Draw a Care Action Tree (roots = reasons to care; branches = actions they can take).

Step 4: Reflection and Plenary Dialogue (5 min)

Facilitator leads a short group reflection:

- What kind of power do we have to make life fairer at home?
- What happens when we act before being asked?
- Who benefits when care is shared? How does it feel to help out of respect, not obligation?
- What can you start doing today?

Encourage boys to think of care as agency, not weakness.

Facilitator Summary

When boys take initiative to share care work, they are not losing power, they are learning a different kind of power: power with others, not power over them. Care is strength. When we care, we build respect, trust, and equality at home."

Why This Activity Matters in the Session

This activity anchors the shift from reflection → action.

After understanding invisible labour and privilege, this discussion helps boys:

- Move from empathy to responsibility.
- Practice small behavioural changes that can influence others in their family.
- Experience caring masculinity - one based on care, cooperation, and fairness.

It also prepares ground for the next sessions where men/boys will discuss Transforming Masculinities and Care Commitments.

2. Summary and Reflection (10 min):

Each boy shares one insight from the day 1. Facilitator connects learning to Day 2 focus on sharing care responsibilities.

Reflection question: What did I learn today? What can I try at home?

Facilitator summary: Consolidates insights and sets the mindset for redistribution of care.



Day 1 – Adult Men (18+ years)

Session 1: Understanding Unpaid Care Work & Gender Norms - Duration: 2 hours

purpose-Recognise unpaid care work and its social/economic value, reflect on household dynamics, and question gender norms.

Step 1: Icebreaker – The Man Box Game (20 minutes)

Purpose: To warm up the group and introduce the idea that men are often placed inside a 'box' of expectations, how they should act, feel, and behave. It creates a safe, reflective entry point for later discussions about gender, care, and power.

Facilitation Steps:

1. Set the Scene (2 min) - Facilitator introduces the activity:

Before we start talking about families and home life, let's think about what it means to 'be a man' in our society. From the time we were young, we've all heard messages about what men should and shouldn't do. Let's explore those messages together.

2. Individual Reflection (3 min) Ask participants to quietly think about:

When you were growing up, what were you told a man should do and should not do?

Examples:

- Men should not cry.
- Men should always provide for the family.
- Men shouldn't cook or clean.
- Men should be strong and never show weakness.

3. Group Brainstorm (10 min) - On a flip chart, draw a big box labeled 'The Man Box.'

Ask:

What are the rules society puts on men, how are men expected to behave?

Write their answers inside the box.



Then ask:

What happens if a man steps outside this box , does something that doesn't fit these expectations?

Write those responses outside the box (e.g., He's mocked, He's called weak, He's laughed at, He's respected by some

4. Quick Discussion (5 min) - Guide the group with these questions:

- Who decides what's inside the box?
- How do these expectations affect your daily life , at home, at work, as fathers or sons?
- What do men lose when they always try to stay inside the box?

Facilitator Summary:

We can see that society teaches men to be strong, tough, and unemotional , and that certain kinds of work or care are seen as 'not for men.' These ideas shape not only how we act but also how we treat others. Today, we'll explore how these beliefs affect care work in our families, and how we can redefine strength as care, not control.

Why This Icebreaker Works:

- Engagement: Starts with humor, real stories, and shared experiences.
- Emotional safety: Doesn't immediately confront men about care or household work , opens the space through identity reflection.
- Relevance: Smoothly leads into discussions about unpaid *care work*, *gender norms*, and *masculinities* in the next session.

Optional Follow-Up (if group energy is high): The Other Side of the Box (10 min)

Facilitator asks:

If we could redraw this box, what would you keep and what would you take out?

Participants suggest alternatives:

- Men can show love.
- Men can take care of family.



- Men can ask for help.
- Men and women share responsibilities.

Write these on a new flip chart titled "The New Man Box."



And before starting with the sessions let's start with ground rule and creating a safe space for men

Ground Rules and Safe Space

Duration: 10–15 minutes

Purpose: To co-create a respectful, trusting environment where participants can share openly, listen to others, and engage in honest reflection on gender, care, and masculinity without fear of judgment or ridicule.

Step 1: Introduce the Purpose (2 minutes)

Facilitator says:

Before we begin our conversations today, we need to agree on how we will work together. Some of the things we talk about — manhood, family, care, relationships — can bring up strong feelings. To make this space safe and respectful for everyone, let's decide together what we need from one another.



This introduction links directly to the earlier Safe and Respectful Space principle in the manual — it reminds participants that safety does not mean avoiding difficult truths, but *holding them with care and respect*.

Step 2: Co-create Ground Rules (5 minutes)

Use flip chart paper and markers. Ask,

What will help us feel respected and heard today?

Write suggestions from participants. Guide them (if not raised) toward these core principles that mirror the manual's framework:

1. Confidentiality: What is said here stays here.
2. Respect for diversity: Different backgrounds, languages, and experiences are valued equally.
3. Non-judgmental listening: Everyone can share — no mocking, no labeling.
4. Right to pass: If someone feels uncomfortable, they can choose not to speak.
5. Respect for time and turns: Let's listen fully before responding.
6. Language of respect: No jokes or comments that put down women, men, or others.
7. Challenge ideas, not people: It's okay to disagree — we discuss behaviours and beliefs, not individuals.

Ask

Is there anything else we should add to make this space feel safe for everyone?

Allow a few minutes for responses and finalize the list.

Then invite the group to show agreement (e.g., by raising hands or nodding).

Step 3: Quick Reflection (2–3 minutes)

Pose a question:

What do respect and safety mean to you in a space like this?

How can we make sure we maintain that respect even when we disagree?

Let two or three men respond briefly. This encourages ownership and reminds participants that they are responsible for keeping the space respectful.



Facilitator Summary (2 minutes)

Thank you — these ground rules are our shared agreement. They help us talk honestly about difficult issues — not to blame anyone, but to learn together. Remember, safety is not about avoiding truth. It's about being able to speak it and listen to it with care.

As we go forward, I'll remind us of these rules if conversations become heated or disrespectful — not to silence anyone, but to protect our learning space.

Session 1: Understanding Unpaid Care Work — What Makes a Family Function Happily?

Duration: 90 minutes

Purpose: To help men recognise the range and importance of unpaid care work, explore who performs these tasks, why such divisions exist, and reflect on how gender norms shape men's limited engagement in care.

Step 1: Introduction and Framing (10 min)

Facilitator welcomes the group for session and introduces the idea gently:

Let's think about what it takes for a family to live happily each day. Often, many things happen behind the scenes — from morning to night — to make sure everyone's needs are met. Today, we'll explore what those things are, who usually does them, and why.

Objective shared with participants:

This is not about finding fault with anyone — it's about seeing clearly how family life functions and how we all can contribute to make it better.

Step 2: Group Brainstorm – What Needs to Happen in a Home? (20 min)

Activity setup:

- Divide participants into small groups of 5–6 men.
- Give each group a flipchart and marker.
- Ask them to brainstorm and write down everything that must happen in a household with children and elderly parents to live a happy and fulfilled day



— from morning to night.

Encourage them to go beyond just chores:

- Physical tasks (cooking, cleaning, washing)
- Emotional and mental care (listening, comforting, remembering appointments, helping with schoolwork)
- Economic tasks (earning, budgeting)
- Social or relational tasks (maintaining family connections, visiting relatives, community responsibilities)

Facilitator prompts (if groups get stuck use following questions):

What needs to happen for everyone to eat?

Who makes sure children get ready for school?

Who notices when someone is sick or tired?

Who plans what to buy, cook, or clean?

Who ensures parents or elders are cared for?

Let groups take 15–20 minutes to fill their charts. If men in the groups find it difficult to write we assign a volunteer to support in writing

Step 3: Sharing and Collective Charting (15 min)

Facilitator collects all ideas and writes them on one large flipchart (prepared earlier) visible to everyone under the heading:

Everything That Needs to Happen for a Happy Family Life

Group similar items together (e.g., food-related tasks, caregiving, emotional support, earning, planning, etc.).

Allow men to see the sheer number and variety of tasks that make a home run smoothly.

Facilitator note:

Pause and appreciate the list — show surprise and recognition:

Wow, that's a long list! It really takes a lot to make a family happy and comfortable, doesn't it?



Step 4: Step-by-Step Exploration – What, Who, and Why (30 min)

Now guide participants to reflect on three layers — What → Who → Why — using the collective chart.

(a) What?

Revisit each category briefly:

What types of tasks do we see here? Which ones take the most time? Which ones need emotional energy?

Highlight invisible or ongoing tasks (e.g., remembering birthdays, managing school schedules, caring for elders, planning meals).

(b) Who?

Next, invite participants to identify who usually does each task in their homes.

Mark on the flipchart:

- M for men
- W for women
- B for both

You may use different colors for clarity.

Ask:

Who does this most of the time in your family?

Who steps in when that person is sick or away?

You'll see a clear pattern emerge — mostly W on the chart.

(c) Why?

Finally, discuss why tasks are distributed that way.

Ask:

- Why do you think women mostly do these?
- Did someone tell us men can't or shouldn't do these?
- What happens when a man does these tasks — how do others react?
- What stops men from sharing these responsibilities more equally?

Write participants' answers on a new chart titled 'Reasons Men Don't or



Cannot Share Care Work' — likely to include:

- Work outside keeps us busy.
- It's women's duty.
- Fear of being teased.
- No habit or skill.
- Social expectations.

Step 5: Reflection and Discussion (10 min)

Facilitator now connects insights to broader understanding:

When we started, we listed what's needed for a happy family. We didn't think of who should do it — only what must be done. But when we looked closer, we saw that almost all of it is done by women. This means women's work sustains everyone's life, but it's mostly unpaid and invisible.

Facilitator prompts for group reflection:

- What would happen if those who do care work stopped for one day?
- What does that tell us about its value?
- How would life be different if men and women shared these tasks equally?
- What small things could you personally start doing differently at home?

Step 6: Facilitator Summary (5 min)

Care work — cooking, cleaning, raising children, caring for parents — is essential for families and communities. But because of social expectations, it's mostly done by women. Men also care deeply for their families, but often their care takes the form of providing income or protection.

When men begin to share household and emotional care, it reduces the pressure on women, strengthens relationships, and teaches children that care is everyone's job. This is not about helping women — it's about being fair and building a happy home together.

Optional Extension (10 min)

Facilitator can invite a short paired discussion if they seem to be comfortable doing it :

Talk to your partner: Which one new care-related task could you start sharing this week — and what might motivate you to do it?



Expected Learning Outcomes

By the end of this session, participants:

- Understand what constitutes unpaid care work (visible and invisible).
- Recognise how family well-being depends on it.
- See how and why women perform the majority of care tasks.
- Begin questioning traditional barriers to men's involvement.

Reflection Questions (for Plenary):

1. What surprised me about how many things happen in a day at home?
2. What are the main reasons men don't share care work equally?
3. What difference would it make if I shared even one of these tasks?

Session 2: Power, Privilege & Masculinities

Duration: 2 hours

Objective:

Explore patriarchal norms shaping men's privileges, reflect on attitudes toward care work, and introduce alternative caring masculinities.

Strat with an Energizer / Check-In (15 min):

Option 1	Option 2
The Line-Up Challenge (10–15 min) Purpose: Build cooperation and communication. Instructions: 1. Ask participants to form a straight line without talking, based on a prompt you give — for example: ● Birth month	The Balloon (or Paper Ball) Toss (10 min) Purpose: Create laughter, energy, and group cooperation. Instructions: 1. Have participants stand in a circle. Toss a balloon or crumpled paper ball. 2. We're going to keep this balloon in the air — it should never touch the ground.



● Height ● Number of siblings ● Distance from home village to current place 2. Once they think they are in order, have them check how close they got. 3. Repeat with another prompt, but allow limited talking to compare experiences. Debrief (2–3 min): ● How did you manage communication when you couldn't speak? ● What helped you succeed as a team? ● Facilitator link : Just like in house holds, working together requires awareness and cooperation — not assumptions.	3. When it comes to you, gently tap or pass it to someone else. Try not to hold it — keep it moving 4. Each person must say their name before passing it on. After 30–45 seconds, say: Great! Let's see if we can manage more responsibilities! 5. Add a second balloon... then a third... maybe even a fourth, depending on group size. 6. Encourage cheering, laughter, and movement. 7. Later, switch: each person says something positive they did this week (it can be anything — not necessarily care-related). Debrief: Keeping the balloon in the air takes everyone's effort — just like a family functions best when everyone plays a part.
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Step 1 : Storytelling and Peer Reflection – How Masculinity Shapes Care (30 min)

Purpose: To help men reflect on how social expectations of masculinity have influenced their attitudes toward care and family roles.

Instructions:

1. Facilitator shares two contrasting short stories:

Story 1 – Farhan the Provider

Farhan works hard to earn for his family but never helps at home. He believes men should not do 'women's work.' His wife does all household chores and child care, even when she's unwell. Farhan's son grows up thinking that men don't cook or clean.



Story 2 – Ruwan the Caring Father

Ruwan also works full-time but shares housework and looks after his elderly mother. His children see him cooking, cleaning, and comforting their grandmother. He feels proud that his children learn care and respect from him.



2. Small-Group Reflection (15 min)

Divide participants into groups of 4–5 and discuss:

- What messages about being a man are shown in these stories?
- Which kind of masculinities feels more familiar in our communities?
- What are the benefits and costs of each?
- How do such beliefs affect women's workload?

3. Plenary Sharing (10 min):

Groups share 1–2 reflections. The facilitator draws connections between gender norms and the unequal division of care.

Reflection Question:

How have social expectations of men influenced my own behaviour at home? How was it passed on to me? By whom?



Facilitator Summary:

We often inherit ideas of manhood that center power, control, and distance from care. But caring masculinities show that strength also means empathy, cooperation, and respect. These are not weak traits—they build stronger families and communities.

Step 3: Power & Privilege Mapping (45 min)

Purpose: To help men visualize how their privileges shape daily life, relationships, and care responsibilities.

Instructions:

1. Introduction (5 min): Facilitator explains:

Power is not only about control—it can be used to dominate or to uplift. Today, we'll see how different kinds of privilege affect what we do or don't do at home.

Briefly define (use the explanations used in the Boy's session for this)

- Power over: Control or domination (e.g., deciding without consulting others).
- Power with: Shared decision-making, cooperation, and mutual respect.

2. Individual Reflection (10 min):

Distribute a sheet listing possible privileges (gender, age, class, education, income, social status, caste, religion, physical ability, etc.).

Ask men to tick those that apply to them.

Privilege Mapping Sheet

Instructions for Participants:

Read each statement below and tick (✓) those that apply to you.

There are no right or wrong answers — this is for reflection, not judgment.

After completing, take a few minutes to notice which privileges you have and which you don't.



1. Gender and Social Identity

- ☐ I am a man.
- ☐ People usually listen to me or take me seriously because of my gender.
- ☐ I have never been told that a household task is “not for men.”
- ☐ I can move freely outside the home without being questioned.
- ☐ I have never felt unsafe walking alone at night.

2. Family and Household

- ☐ I don't have to worry daily about preparing meals or cleaning.
- ☐ Other family members (usually women) take care of household chores for me.
- ☐ When I help with household tasks, I am praised more than women are.
- ☐ I can rest after work without worrying about unpaid care work.
- ☐ My decisions at home are usually respected without challenge.

3. Economic and Class Privileges

- ☐ I have a stable income or job.
- ☐ I can make financial decisions independently.
- ☐ I can afford basic needs (food, shelter, clothing) without major difficulty.
- ☐ I have access to a bank account, phone, or digital services.
- ☐ My social status gives me influence in the community.

4. Education and Knowledge

- ☐ I completed secondary school or higher education.
- ☐ I can read, write, and express my views confidently.
- ☐ People often ask for my opinion because I am “educated.”
- ☐ I have had opportunities for training or skills development.



5. Age and Physical Ability

- ☐ I am physically able-bodied and healthy.
- ☐ I don't depend on others for mobility or daily activities.
- ☐ As an adult man, my opinions carry more weight than those of young men or women.
- ☐ I am not discriminated against due to my age or disability.

6. Religion, Ethnicity, and Caste

- ☐ I belong to the majority religion or ethnic group in my area.
- ☐ My religion or caste has never been used to question my worth or ability.
- ☐ I can freely practice my faith without discrimination.

7. Reflection Section

After completing, reflect individually:

Which privileges were most surprising to notice?

How do these privileges affect who does more unpaid care work in your family?

What could I do to use my privileges to promote fairness and shared responsibility?

Facilitator Tips

Encourage honesty — emphasize that the exercise is about awareness, not guilt.

Use the results to open dialogue:

How do these privileges shape the way we see care work, decision-making, or our roles at home?

Highlight that acknowledging privilege is the first step to using it for equity.



3. Group Discussion (20 min):

In small groups, discuss:

- How do these privileges give us more freedom or control at home?
- Who does not enjoy these freedoms?
- How do these privileges affect who does care work?

Facilitator records patterns on flipchart:

Examples:

Type of Privilege	Example in Family Life	Result
Gender privilege	I can choose not to cook; my wife will.	Women overburdened
Age privilege	As father, my word is final.	Others' opinions ignored
Income privilege	Because I earn, I decide how money is spent.	Unequal decision-making
Education privilege	I'm more educated, so I do planning, not chores.	Hierarchical labour division

4. Plenary Reflection (10 min):

Questions,

- How does being a man give me advantages or excuses?
- How might these privileges limit my relationships or growth?
- What would 'power with' look like at home?

Facilitator Summary:

Privilege can blind us to others' effort. Recognising it is not about guilt—it's about responsibility. When we share power, we build stronger, more balanced families.

Step 4: Dialogue and Action Planning – Practicing Power With (25 min)

Purpose: To translate reflection into personal commitment and accountability.

**Instructions:**

- Divide men into pairs or trios.
- Ask them to discuss and note:
 1. What change can I make at home to reduce my privilege and share care more equally?
 2. What barrier might I face, and how can I overcome it?

After 10 min, invite volunteers to share examples of practical steps (e.g., I'll start cooking breakfast twice a week, I'll discuss chores with my wife instead of assuming she'll do them).

Reflection Question:

What small, realistic action can I take this week to share care work more fairly?

Facilitator Summary:

Small actions lead to big change. When men show care through daily practice, they model fairness and partnership for their children and community.

Step 5: Session Summary and Closing Reflection (5 min)

Facilitator Summary:

Today we explored how gendered power and privilege shape care responsibilities. When we understand our privilege, we can use our power with others—especially with women and children—to build equality at home. Tomorrow we'll focus on reducing and redistributing care work in practice.

Final Reflection Question:

What is one thing I will change at home starting tomorrow?

Expected Learning Outcomes

By the end of this session, participants will:

- Recognise how patriarchal norms create and sustain male privilege.
- Differentiate between "power over" and "power with."
- Reflect on personal advantages and their impacts on family roles.
- Identify one actionable change to practice caring masculinities at home.



8. Day 2 – Reducing and Redistributing Care Work

Moving from Awareness to Action — Reducing and Redistributing Care Work

Introduction

Day 1 created space for reflection, for men to recognise what unpaid care work is, who does it, and how deeply it shapes relationships, health, and equality within families. Participants also explored how patriarchal masculinities and power privileges influence the unequal distribution of care work and limit men's own emotional connection to family life.

Day 2 builds on that understanding. It moves from awareness to action, focusing on how men can consciously reduce the care burden on women and share responsibilities more fairly at home. This day emphasizes that transforming gender norms is not only about changing women's experiences, it is also about men reclaiming care, empathy, and partnership as powerful, masculine strengths.

Through participatory learning, case studies, role plays, and reflection, participants will:

- Examine how care work can be redistributed more equitably within families.
- Understand the concept of the 'double burden' faced by women who manage both paid and unpaid labour.
- Challenge stereotypes that prevent men from engaging in domestic and emotional care work.
- Develop personal and collective commitments to practice equality at home.

By the end of Day 2, participants should be able to recognise that sharing care work is not a favour or assistance, it is a responsibility, a form of leadership, and an act of justice. When men take an equal role in care, they model fairness for their children, strengthen family relationships, and contribute to building communities rooted in respect and equality.



Day 2: Young Boys (Ages 14 –18)

Session 1: Revisiting Yesterday & Setting the Tone (30 min)

Purpose - To refresh key learnings from Day 1, reconnect participants emotionally and mentally, and prepare them to move from recognising care work to acting on it. This short session helps boys recall reflections, share personal observations from home, and strengthen group trust before deeper discussions.

Step 1: Circle Reflection (20 min)

- Invite all boys to sit in a circle.
- **Facilitator says:**

Yesterday, we talked about care work and how it's often invisible. You went home and may have noticed new things about your family. Let's share what stood out to you.

- **Each boy takes a turn completing these two prompts:**
 - One thing I learned yesterday was...
 - One thing I noticed at home after the session was...
- Encourage honest sharing - it's okay if some say I didn't notice much or It made me think of my mother working late.

Facilitator guidance:

If boys struggle to express, prompt gently:

- Who cooks in your house?
- Did you see your mother or sister doing tasks you hadn't thought about before?
- Did anyone try helping or thinking differently since yesterday?

Step 2: Reflection and Summary (10 min)

Facilitator summarizes key patterns:

Yesterday was about seeing , seeing who works, who rests, who decides. Recognising care work is the first step. Today, we'll talk about doing , how we can make things fair at home.



Ask:

- Do we think it's fair that one person does most of the caring work?
- What would change if everyone shared responsibility?

These questions bridge reflection into action.

Facilitator Summary

Today, we're moving from awareness to fairness. Sharing care work isn't about 'helping women', it's about teamwork, respect, and justice in the family. When everyone shares care, everyone has more time, peace, and happiness.

Session 2: Why Should We Share? (60 min)

Purpose- This session moves beyond the idea of individual help and introduces family modeling and fatherhood as key to changing norms. Boys learn that care is not only women's work, it is family work, and that fathers can model respect, empathy, and teamwork in powerful ways. They also begin connecting care sharing with fairness, empathy, and mutual respect, the foundation for gender-equitable relationships.

Learning Outcomes

By the end of this session, boys will:

- Understand how unequal care affects girls' and women's lives.
- Recognise the benefits of shared care for the whole family.
- Begin to see care as a shared social responsibility, not a favour.
- Identify actions they can take at home.

Materials Needed

- Two short stories (read aloud or printed)
- Flipcharts or cards for brainstorming
- Markers



Step 1: Storytelling (15 min)

Purpose of the Activity

This storytelling exercise helps boys understand how care responsibilities increase in households where someone has a disability, and how men's and fathers' attitudes toward care work can either deepen inequality or create fairness, empathy, and dignity. The stories highlight role modelling by fathers, showing boys that masculinities are learned and can be changed.

Story 1: Kavindu, His Sister, and Their Grandmother

Kavindu lives with his parents, his older sister, and his grandmother, who has difficulty walking and needs help with bathing, eating, and moving around the house.

Kavindu's mother works all day and comes home tired. His sister helps with cooking, washing clothes, cleaning the house, and taking care of their grandmother, helping her bathe, preparing her meals, and staying with her when she feels unwell.

Kavindu usually watches TV or plays cricket with his friends. When food is late, he complains. When his sister says she is tired, he says, 'That's women's work.'

Kavindu has never seen his father share care work. His father does not cook, does not help with grandmother's care, and expects to be served first. When asked to help, he says, 'I work outside, this is not my responsibility.'

Kavindu learns from watching his father. He thinks,

'Men don't do care work. That's just how men are.'

His sister has little time to study or rest. She feels exhausted and invisible. His grandmother often feels like a burden.





Story 2: Ramesh, His Family, and His Younger Brother

Ramesh lives with his parents, his sister, and his younger brother, who has a physical disability and needs help with bathing, dressing, and moving around.

Ramesh helps his mother with cooking and washing dishes. He also helps his brother get ready for school and plays with him in the evenings.

His father joins in when he comes home from work. Sometimes he cooks, sometimes he bathes the younger brother, and sometimes he tells Ramesh,

‘Care is everyone’s responsibility. When we share it, no one gets tired alone.’

While cooking together, his father says,

‘When I was young, I never helped my mother. I didn’t know better. Now I want you to grow up differently.’



Because care is shared:

- Ramesh’s mother feels supported
- His sister has time to study
- His brother feels loved and respected
- The family eats together peacefully

Ramesh grows up believing:

‘Being a man means caring, not avoiding care work.’

Guided Reflection Questions (after both stories)

Ask boys to reflect in pairs or small groups:



- Who was doing most of the care work in each family? Why?
- How did the father's behavior influence the children?
- How did disability increase care needs in both families?
- Which family felt more fair and respectful? Why?
- What did the boys learn from their fathers in each story?

Facilitator Summary

'Care needs increase when someone in the family is sick, elderly, or has a disability. When care is seen as only women's work, girls and women carry a heavier burden. But when fathers and boys share care, families become stronger, kinder, and more equal.'

'You are learning now what kind of men you want to become , men who repeat inequality, or men who practice care work, fairness, and respect.'

Facilitator Notes (Important)

- Avoid pity language when discussing disability. Emphasize dignity, respect, and shared responsibility.
- If boys share personal experiences, thank them and avoid probing too deeply.
- Reinforce that care work is not about weakness, it is about responsibility, maturity, and love.

Step 2: Group Brainstorm – Care Load & Family Dynamics (15 min)

Activity Setup

Divide participants into small groups (4–6 boys). Ask each group to discuss the following questions, referring back to the two stories.

Group Discussion Prompts

Ask groups to list and discuss:

Homes like Kavindu's

- Who does most of the care work?
- How does the presence of a grandmother who needs support increase the care load?



- Who absorbs this extra work , mother, sister, or someone else?
- What happens when men and boys do not step in?

Homes like Ramesh's

- How is care work shared when a child with a disability needs support?
- What difference does the father's involvement make?
- How does shared care affect stress, time, and relationships?

Role of Fathers

- What do sons learn by watching their fathers in each family?
- How do fathers' actions silently teach boys what 'being a man' means?

Impact on Family Well-being

- How do these differences affect:
 - ☐ Mothers' health and rest?
 - ☐ Sisters' education and free time?
 - ☐ The emotional well-being of the person with a disability?
 - ☐ Overall family happiness?

Facilitator Prompts for Deeper Reflection

Gently guide groups with probing questions:

- What changes when care needs increase due to illness, age, or disability?
- If Kavindu's father helped even one evening a week, what would change?
- What can sons do even if their fathers don't share care work yet?
- Do you think fathers might change when they see their sons caring? Why or why not?

Facilitator Note (Handling Resistance)

Some boys may say:

My father never helps either.

Normalize and reframe:

That is true for many families. That is why change often starts with someone brave enough to do things differently. You can become the kind of man others learn from, including your father.



Reinforce:

- Change does not require permission.
- Care work can move upwards , sons influence fathers too.

Step 3: Reflection Dialogue – Care, Fairness, and Recognition (15 min)

Bring the group back together for a guided dialogue.

Reflection Questions

- If your sister spends hours on chores and caregiving, what does she miss out on?
☐ (Education? Rest? Friends? Play?)
- How would you feel if you worked all day , at home or outside , and no one noticed or thanked you?
- How does it feel when someone helps you with your work or studies?
- When someone in the family needs extra care because of disability or illness:
☐ Should care work fall on one person or be shared?
- Is care work really about gender, or about love, fairness, and responsibility?

Step 4: Sharing & Collective Learning (15 min)

Plenary Sharing

Invite groups to share key insights. Capture responses on a flipchart under two headings.

Flipchart Summary

When care is unequal (especially when care work needs are high):

- Women and girls are exhausted and stressed.
- Girls lose time for education and rest.
- Persons with disabilities may feel like a burden.
- Boys grow up without care skills.
- Families experience tension and conflict.

**When care is shared:**

- Care load is lighter and more manageable.
- Everyone feels valued and respected.
- Persons needing care feel loved, not burdensome.
- Boys learn responsibility, empathy, and confidence.
- Families are happier, calmer, and stronger.

Session 3: Being a Respectful and Caring Boy (75 min)

Purpose- This session helps boys connect shared care work with respect, empathy, and fairness in relationships. It explores what being a caring and respectful boy/man means, moving beyond chores to behaviours, communication, and emotional expression.

Key Learning Objectives

- Understand how respect, empathy, and fairness build stronger relationships at home and in the community.
- Reflect on the kind of man or boy they want to become.
- Recognise everyday power imbalances and how to act differently.
- Begin redefining masculinity as care, cooperation, and respect.

Step 1: Story Circle – The Kind of Boy I Want to Be (25 min)

Instructions:**1. Facilitator tells two short contrasting stories:****Story 1: The Loud Boy**

Dineth always makes jokes about his sister when she helps their mother. He thinks being a boy means being served. When his mother asks him to help, he says, That's not a boy's job. His father also never helps. One day his sister cries because she's exhausted, but Dineth doesn't notice.

Story 2: The Caring Boy

Sajinthan helps with chores, listens to his mother, and plays with his sister instead of mocking her. When his father scolds his mother, Sajinthan says, Appa, let's not shout, amma looks tired. If we all share we could finish soon and amma can also relax. His father pauses, surprised. The home becomes calmer.



2. Ask participants:

- Which boy do you think has more respect at home?
- What makes Sajinthan different?
- Who might have taught Dineth that boys shouldn't care?
- Which boy would you want to be like?
- Do you find it difficult to talk to your father like Sajinthan did? Can you think of any other ways that you can start that conversation with your father?

Facilitator Summary:

Respect and care make boys stronger, not weaker. When we act with care, others trust and admire us. Real strength is treating people with kindness, not control. Let's also find small ways of starting a conversation with other males in your family without putting yourself to risk. Or you can think of other people who could start that conversation in the family for you.

Step 2 - Communication and Teamwork at Home (75 min)

Purpose: To build boys' communication, listening, and teamwork skills, vital for sharing care and preventing conflict.

Who Decides? Mini-Drama (20 min)

Groups act out small household situations showing conflict or decision-making e.g.,

- deciding what to eat,
- watching TV vs. helping mother,
- who cleans up after dinner.

After each drama:

- Who made the final decision?
- Was it fair?
- How could it have been discussed differently?

Facilitator Insight:

Highlight *collaboration*, *fairness*, and *listening*, not dominance.



Listening and Respect Game (20 min)

Instructions:

1. Pair boys. Partner (mother/sister/grand mother) A speaks for 1 minute about how over burdened they are and how exhausted and tired from attending to care work all day and shares how they wish they could get people around the home to share the work so she could also rest and attend to self care
2. Partner B must only listen , no interrupting.
3. Then switch roles.
4. Afterward ask:
 - ☐ How did it feel to be really listened to?
 - ☐ How did it feel to just listen?

Learning: Good communication and care start with listening, respecting others' voices, especially girls' and women's.

Step 3: Team work challenge (25 min)

Game: Build It Together

- Groups receive limited materials (paper, tape, straws) to build something together (e.g., a paper tower or bridge).
- Observe how they cooperate , who dominates, who listens, who helps.

Reflection:

- Was teamwork easy?
- Who took charge?
- What makes good teamwork?

Facilitator Summary:

Patriarchal masculinity is dominating others. Caring masculinity is teamwork, helping, listening, and respecting everyone's strengths.

Session 4: Personal Action Plans (45 min)

Purpose- To help boys turn reflection into personal responsibility. This session connects their learning to concrete actions at home and builds accountability for change.



Key Learning Objectives

- Identify personal commitments to share care work.
- Develop practical plans to act at home.
- Encourage peer accountability and pride in action.

Step 1: Quiet Reflection (10 min)

Ask each participant to sit quietly with paper and pen.

Facilitator Instructions:

- Invite boys to close their eyes and think about their homes:
Who works the hardest? Who gets the least rest? What can you do this week to make it fairer?
- Then write down 1–2 specific chores they will begin sharing this week.

(Example: washing my own clothes, helping my mother prepare meals, taking care of my younger brother after school.)

Step 2: Pair Sharing (10 min)

Participants pair up to discuss:

- What chores they chose.
- How they will make sure it happens.
- What challenges they might face (e.g., teasing, disapproval, lack of time).
And how can they overcome those challenges – how can others support ?

Facilitator reminds:

Sometimes people laugh or tease when boys help at home , but that's how change begins. Be proud, not shy.

Step 3: Group Sharing & Commitment Circle (20 min)

Volunteers share their plans with the group. Facilitator records some on a flipchart titled 'Our Care Commitments.' Encourage applause and positive reinforcement after each share.

Optional,

Ask boys to choose one "accountability buddy" who will check in with them after a week and ask, Did you do your task?



Step 4: Closing Reflection (5 min)

Ask:

- How will sharing chores make your family stronger?
- How will it make you feel as a person?

Facilitator Summary:

When you take responsibility for care, you grow in empathy, fairness, and respect. You make your home a happier place. Men don't wait to be asked, they care because they choose to.

Closing Circle (30 min)

Purpose- To close the two-day journey with gratitude, pride, and motivation to continue practicing shared care at home.

Step 1: One-Word Check-Out (10 min)

Each participant shares one word describing how they feel about sharing chores now.

Examples: *proud, ready, confident, inspired, thoughtful, responsible.*

Step 2: Group Reflection (10 min)

Facilitator asks:

- What surprised you most over these two days?
- What did you learn about being a boy or a man?
- What message will you take home to your family?

Encourage open, respectful sharing, affirm all voices.

Step 3: Closing Message (10 min)

Facilitator concludes with a strong message:

Change starts at home. When you share care work, you are showing leadership, not weakness. You are building respect, equality, and love.

Remember: You are not helping women, you are creating fairness. Every small act of care is a big step toward equality.

Encourage them to share their experiences in a follow-up circle after a week.



Day 2: Adult Men (18+)

Theme: Reducing and Redistributing Care Work

Total Duration: ~4.5 hours

Theme: Moving from awareness to action — creating fairer households and modeling equitable masculinities.

Let's do a small reflection activity before starting the sessions to manage any expected resistance.

Managing Resistance – Why Change Feels Hard

Duration: 10–15 minutes

Purpose: To help participants recognise that resistance to change is a normal human reaction and create a safe space for honest dialogue about shifting gender roles and care responsibilities.

Step 1: Opening Reflection (5 min)

Facilitator says:

Yesterday we talked a lot about care work and responsibilities at home. Some of those ideas might have felt new or even uncomfortable. That's okay.

Before we begin today, let's reflect on what happens when we're asked to change something/ or change the way we've always done.

Ask participants:

- Think of a time someone asked you to change something you've done for years — maybe at work, or at home. How did you feel at that moment? or ask you to do something that you have never done?
- What made it difficult or easy to change?

Let 3–4 volunteers share examples briefly (e.g., changing a habit, diet, or way of doing a task).

Step 2: Linking to day 2 (5 min)

Facilitator summary:

Just like those examples, today we will ask us to question the habits we've learned since childhood — about who cooks, who cleans, or who earns. Feeling resistant or unsure doesn't mean we're bad people. It just means we are learning something new.



Then ask:

- What might help you overcome that feeling of discomfort?

Write key responses on a flipchart (e.g., awareness, empathy, support, teamwork, self-reflection, peer support).

Step 3: Key Message (3–5 min)

Facilitator concludes:

Feeling uncomfortable is part of growth. Today, let's stay open to reflecting — not to judge, but to understand ourselves better. When we notice un-comfort, we can and ask: 'What is this feeling telling me?' That's how change begins.

Facilitator Tip Box – During the Day

Throughout Day 2, when men show resistance (e.g., joking, denying, minimizing), respond calmly with curiosity:

- That's an interesting point — why do you think many men feel that way?
- Can we explore what it would mean if women said the same thing?
- Let's look at what happens in practice — who benefits, who gets tired?

Session 1: Reflection on Day 1 & Setting Intentions (30 min)

Purpose: Reconnect to learnings from Day 1, encourage self-awareness, and prepare for practical application.

Step 1: Circle Reflection (20 min)

Invite participants to sit in a circle. Ask:

- Since yesterday, what did you notice about care work in your household?
- Did you observe who was doing most of the tasks?
- How did it make you feel?

Facilitator tips:

- Encourage honest sharing — emphasize that reflection is about learning, not guilt.
- Note key themes (e.g., I realized my wife never sits down until everyone has eaten).



Step 2: Intention Setting (10 min)

Each participant shares one sentence starting with:

Today, I want to learn how I can..."

(e.g., ...share work better, ...be a better role model for my son,...understand fairness at home.)

Facilitator summary:

Recognising unequal care work is only the beginning. Today's focus is on what actions men can take to reduce and redistribute care work fairly.

Session 2: The Double Burden (60 min)

Purpose: Help men understand the emotional, physical, and economic toll on women who shoulder unpaid and paid work — and explore benefits of shared responsibility.

Step 1: Case Study (15 min)

Read aloud the following scenario or project it visually:

Case: Amna's Day





Amna wakes up at 4:30 a.m., cooks breakfast, gets the children ready for school including her daughter who is physically disabled, cleans, and then goes to work as a sales clerk. She returns at 6:30 p.m., cooks dinner, helps with homework, and does laundry and care for her disabled child, puts her to bed before sleeping at 11:00 p.m.

Her husband, Imran, works from 8:00 a.m. to 5:00 p.m. and relaxes in the evenings.

Ask:

- How many total hours does Amna work each day?
- How many hours does Imran work?
- Who gets more rest and free time?

Step 2: Group Work (20 min)

Divide into small groups. Ask each group to:

- Discuss similar patterns in their homes or communities.
- Estimate the number of hours men and women in their families spend on household tasks.
- Note examples where women manage both paid and unpaid work.

Have groups present a quick comparison table on flipcharts:

Task Type	Women (hrs/day)	Men (hrs/day)	Who does it most?
Paid work			
Cooking / cleaning			
Child / elder care/ care for person with disability			
Rest / leisure/sleep			



Step 3: Reflection Questions (15 min)

Facilitator asks:

- What happens to women's health, education, and happiness when they work double shifts?
- How does unequal care work affect children's behaviour or family harmony?
- What do men gain — personally and emotionally — when they share care work?

Step 4: Plenary Discussion (10 min)

Facilitator summarizes key points:

- Women's unpaid care work often goes invisible — yet it sustains families and economies.
- When care work is shared, relationships improve, stress reduces, and mutual respect grows.

Facilitator summary:

Unequal distribution of care work can limit women's opportunities to engage in paid work, pursue education, or participate fully in social and economic life. It creates physical exhaustion and mental stress. Sharing responsibilities is not an act of help — it's justice, fairness, and love in practice.

Session 3: Breaking Gender Norms in Practice (75 min)

Purpose: Challenge restrictive gender roles and help men experience the benefits of shared responsibility through creative activities.

Step 1: Chore Cards Exercise (20 min)

Prepare cards listing different household tasks:

- Cooking, sweeping, washing clothes, bathing children, caring for sick elders, repairing things, buying groceries, emotional support, Caring for child/ children with disability, caring for elderly person with disability, etc.

Distribute one card per participant.

Ask:

- Who usually does this task in your home?



- Why do you think this task is seen as a woman's or man's job?

Facilitator tip:

Encourage laughter and honesty, this activity often reveals social conditioning and hidden discomforts.

Step 2: Role Play (30 min)

Divide into groups of 4–6 men. Give each group two scenarios to act out:

- 1. Family 1:** The mother does all the care work, father gives instructions, and sons refuse to help.
- 2. Family 2:** The family divides care tasks equally — father cooks, son helps with cleaning, mother manages finances, daughter helps elders.

After each role play, discuss:



- Which family looked happier, healthier, and more respectful?
- What changes did we see in relationships when men shared responsibilities?



Step 3: Guided Reflection (15 min)

Ask participants:

- What fears or excuses stop men from doing care work?
- What might people say if they see a man washing clothes or cooking?
- What message do we send our sons when we share or avoid care work?

Facilitator notes patterns — such as shame, social judgment, or pride — and links these to masculine conditioning. (recognising these patterns helps participants understand that many of their struggles aren't personal failures but rather predictable outcomes of the narrow scripts they were taught about manhood. This awareness can be the first step toward choosing more authentic, healthy ways of being.)

Step 4: Facilitator Input (10 min)

Provide short input on transforming masculinities:

- Real strength is shown in care, empathy, and responsibility.
- Redefining masculinity allows men to live fuller, more connected lives.
- Role modeling equality at home teaches the next generation fairness.

Facilitator summary:

Redistributing care work is not about helping women, it's about building balanced partnerships by taking shared responsibility of household chores and healthier families.

Session 4: Commitments to Change (60 min)

Purpose: Support men to identify realistic actions and collective accountability for behaviour change.

Step 1: Visioning Exercise (15 min)

Ask men to close their eyes and imagine a family where care work is shared equally.

Prompt reflection with:

- What do you see happening?
- How do people feel?
- What changes for children, women, and men?

Invite volunteers to share their visions.



Step 2: Pair Work (15 min)

Each participant pairs with another and discusses:

One specific task I will begin sharing this week — and how I will make it happen.

They may note their commitment on a small card (to keep as a reminder).

Step 3: Group Sharing (20 min)

Invite volunteers to present their commitments aloud.

Facilitator records these on a flipchart titled:

Our Collective Pledges to Share Care.

Examples:

- I will cook dinner twice a week.
- I will help my children with schoolwork.
- I will make sure my wife has rest time on weekends.

Step 4: Closing Reflection (10 min)

Ask:

- How will your actions change the lives of women in your family?
- How will they change your own life?

Encourage men to support one another and check in after a few weeks.

Facilitator summary:

Men's leadership starts at home.

Sharing care work is a daily act of gender justice — and the foundation of equality.

Closing Circle (30 min)

Activity:

Stand in a circle and share one word or phrase that captures their feeling after two days (hopeful, challenged, committed, motivated).

Facilitator thanks participants for openness and commitment, emphasizing that change begins in small, consistent actions — one shared task at a time.



9. Monitoring and Reflection

Why Monitoring and Reflection Matter

In work with men and boys on unpaid care and masculinities, transformation is often intangible at first. Change happens in conversations, in pauses before someone reacts, or in small shifts at home. Monitoring and reflection help us notice, record, and celebrate these shifts, not just in knowledge, but in attitudes, behaviours, and relationships.

Monitoring and reflection also help facilitators adjust their approach, identify what resonates, and ensure the process remains safe, inclusive, and transformative.

1. Indicators for Change (Attitude, Knowledge, Practice)

Transformation in masculinity and care work happens across three domains, *attitude*, *knowledge*, and *practice*. Each level represents a deepening of awareness and action.

Level of Change	What It Means	Example Indicators	How to Observe/Measure
Knowledge	Understanding concepts of gender, power, and care work.	• Participants can define unpaid care work and explain its social value. • Participants identify gendered division of labour in their homes. • Participants understand link between masculinities and GBV.	• Pre/post-session reflections. • Quiz or discussion recall. • Observation of group discussions.
Attitude	Shifts in beliefs, perceptions, or emotional responses related to gender and care.	• Participants express empathy for women's unpaid care work burdens. • Participants question stereotypes (e.g., cooking is women's work). • Participants recognise care as shared responsibility.	• Most significant change stories • Group reflections • Facilitator journaling.



Practice	Observable behavioural or relational changes at home or community.	• Men/boys begin to participate in household chores. • Participants support partners' rest or decision-making. • Men share care responsibilities without ridicule. • Participants engage peers in dialogue about gender equality.	• Follow-up visits. • Partner/family feedback. • Peer accountability cards. • Testimonies or stories of change.
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Additional Indicators at Relationship and Community Levels

Level	Possible Indicators
Relationship	• Increased joint decision-making in households. • Partners report reduced controlling behaviour or improved communication. • Couples discuss care division openly. • Shared parenting practices emerge.
Community	• Community discussions on men's role in care. • Local leaders model gender-equitable messages. • Male champions advocate publicly for care equality. • Youth groups initiate campaigns on positive masculinity.

These indicators help track behavioural change pathways — from individual awareness → to shared action → to community influence.

3. Documenting Stories of Change

Stories capture the heart of transformation. They bring data to life and help communities and organizations witness the real impact of gender-transformative work.

A. Why Use Stories

- Stories show emotional, relational, and social change that numbers cannot.
- They help participants see progress and inspire others.
- They serve as qualitative evidence for advocacy, reports, and learning.



B. How to Collect Stories of Change

- 1. Identify storytellers:** Choose participants who show visible change (or even resistance that evolved).
- 2. Ensure consent:** Ask permission and explain how stories will be used.
- 3. Use open questions:**
 - What has changed for you since we started this journey?
 - How do you now see care work or partnership differently?
 - What was one small thing you started doing at home?
 - What reaction did you notice from your family or peers?
- 4. Record key quotes or narratives:** Capture participants' own words.
- 5. Reflect and analyse:** What does the story tell us about power, gender, or relationships?

C. Sample Story Template (for Facilitators)

Participant Name : (or pseudonym for confidentiality)

Age/Role :

Community :

Before the Programme: (beliefs, attitudes, practices)

Turning Point : moment of reflection or dialogue that shifted understanding)

After the Programme : (changes in attitude, behaviour, or relationships)

Quote : I used to think only women cook. Now, when I cook for my family, I feel proud, not less of a man.

D. Integrating Stories into Monitoring

- Use stories during monthly reflection meetings with facilitators.
- Select 'Most Significant Change' stories for documentation and learning.
- Combine qualitative stories with quantitative indicators for a holistic picture.
- Encourage participants themselves to collect and share stories from peers — this builds ownership and visibility of change.



4. Continuous Learning Cycle

Observation → Reflection → Adaptation → Action → Documentation → Sharing

- Observation: Notice behaviours, dialogue, and emotional responses.
- Reflection: Ask what these reveal about gender and power.
- Adaptation: Adjust facilitation tools or examples accordingly.
- Action: Reinforce new behaviours through practice activities.
- Documentation: Record stories and indicators.
- Sharing: Celebrate change in community dialogues or review meetings.

This continuous cycle helps facilitators and participants sustain growth beyond the project timeline, turning awareness into habit and dialogue into daily practice.

Key Message

Monitoring and reflection are not about checking boxes — they are about seeing transformation unfold, nurturing it, and learning from it. Every story, quote, and shift in perspective is part of a collective journey toward equality and care.



Most Significant Change (MSC) - Story Collection Form

This form helps facilitators or peer leaders document personal transformation among participants — in attitudes, relationships, and actions related to care, gender roles, and masculinity.

Basic Information

Story Collector Name :

Date :

District / Community :

Participant Name (or pseudonym):

Age / Group : ☐ Young Boy ☐ Adult Man

Occupation / Role :

1. Before the Programme

Describe what the participant believed, said, or did before joining.

(e.g., I thought cooking and cleaning were women's work. I never helped my mother.)

2. Turning Point or Change Moment

What happened during the sessions that made the participant reflect or act differently?

(e.g., During the day-mapping exercise, I realised my mother works longer hours than anyone.)

3. What Changed

Describe what is now different in the participant's attitude, behaviour, or relationships.

(e.g., Now I help my wife every evening. She says our home feels calmer.)



4. Evidence of Change

How do we know this change is real?

- ☐ Family or partner confirmed it
- ☐ Observed by facilitator/peer
- ☐ Participant shared photos, examples, or quotes

5. Broader Impact

Has this change influenced others?

(e.g., My children also started helping; my brother asked why I cook, it made him think.)

6. Quote (In Participant's Own Words)

" _____ "

7. Facilitator/Collector Reflection

- What does this story tell us about transformation in masculinities or care work?
- What helped enable this change (safe space, dialogue, role model, peer support)?

8. Consent for Use

- ☐ Participant agreed to share story (anonymously if required).
- ☐ Story may be used for reports / advocacy / social media (with approval).



Pre-Training Assessment – Young Boys

Purpose: To understand boys' current knowledge, beliefs, and practices on gender roles and unpaid care work before the training.

Facilitators should administer this as an informal conversation or short written activity, not an exam.

Participant Information

- Name :
- Age:
- District / School / Community:
- Date:

Part 1 – What Do You Think? (Attitudes)

Tick the statement you agree with most.

1. Helping with cooking or cleaning is:

- ☐ Only for girls ☐ For everyone ☐ I'm not sure

2. When my mother is tired, it is my duty to help her:

- ☐ Yes ☐ No ☐ Maybe

3. If my father cooks or cleans, people will laugh at him:

- ☐ Yes ☐ No ☐ Not sure

4. Men who care for their families are:

- ☐ Weak ☐ Good role models ☐ Strange

5. Boys and girls should have the same free time after school:

- ☐ Agree ☐ Disagree ☐ Not sure



Part 2 – What Do You Know? (Knowledge)

1. What does 'unpaid care work' mean to you?

2. Who usually does the care work in your home?

3. Why do you think care work is important?

Part 3 – What Do You Do? (Practice)

1. Do you help with any of these activities at home? (tick all that apply)

☐ Cooking ☐ Cleaning ☐ Fetching water ☐ Caring for siblings ☐ None

2. How many hours a week do you help at home?

☐ 0–2 ☐ 3–5 ☐ 6–10 ☐ More than 10

3. What stops you from helping more?

☐ School work ☐ My parents don't ask me ☐ I feel shy

☐ it's not my role ☐ Other: _____

Part 4 – Expectations for the Training

What would you like to learn or talk about in this programme?



Post-Training Assessment – Young Boys

Purpose: To assess learning, reflection, and intended behaviour change after completing the sessions.

1. What new things did you learn about unpaid care work?

2. Has your idea of men’s work and women’s work changed? How?

3. What care tasks do you now plan to do at home?

4. How would you feel when you help your mother/family with care work now?

☐ Proud ☐ Normal ☐ Embarrassed ☐ Not sure

5. What will you tell your friends about care work?

6. One change I want to continue after this programme is:



Pre-Training Assessment – Adult Men

Purpose: To identify current attitudes, beliefs, and practices about unpaid care work, gender roles, and relationships before the training.

Participant Information

- Name (or Code):
- Age:
- Occupation:
- District / Community:
- Date:

Part 1 – Attitudes & Beliefs

1. In your opinion, who should do most of the housework?
☐ Women ☐ Men ☐ Both equally
2. When men do housework, it means they are helping women.
☐ Agree ☐ Disagree ☐ Not sure
3. Men who share housework are more respected in the community.
☐ Agree ☐ Disagree ☐ Not sure
4. A good husband or partner is one who:
☐ Earns money ☐ Shares care and supports family ☐ Both
5. Women's care work at home should be valued the same as paid work.
☐ Agree ☐ Disagree ☐ Not sure

Part 2 – Knowledge

1. What does unpaid care work mean to you?
-



2. How is care work connected to equality?

3. Can you think of examples where not sharing care work creates tension or violence at home?

Part 3 – Practice

1. How often do you help with care work at home (cooking, cleaning, caring for children, elders and persons with disability)?

☐ Never ☐ Sometimes ☐ Often ☐ Daily

2. How do you usually make decisions at home (e.g., money, meals, children's schooling)?

☐ I decide ☐ My partner decides ☐ We decide together

3. Do you think sharing care work affects your relationship positively?

☐ Yes ☐ No ☐ Not sure

Part 4 – Expectations

What would you like to gain from this training?



Post-Training Assessment – Adult Men

Purpose: To capture attitude and behaviour change after training, focusing on gender roles, relationships, and shared responsibility.

1. What have you learned about unpaid care work and its value?

2. Has your attitude toward care work changed?

☐ Yes ☐ No ☐ Somewhat

If yes, describe how: _____

3. How are you planning to share care work at home?

☐ Cooking ☐ Cleaning ☐ Childcare ☐ Caring for elders

☐ All ☐ Other: _____

4. How would this affect your relationship with your partner or family?

5. What do you now believe makes a caring man?

6. What challenges do you still face in sharing care work equally?

7. What one thing will you continue or advocate for after this training?



Facilitator Tips for Using These Tools

- Conduct the pre-assessment before the first session (individually or in small groups).
- Use simple language in the local dialect; translate where needed.
- The post-assessment should be done immediately after the final session and again 1–2 months later for follow-up impact (adjust wording accordingly).
- Combine these findings with facilitator reflection sheets and stories of change for comprehensive monitoring.



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ISBN-978-624-5868-22-3

